7ᵗʰ Annual BC-ABA Conference

bc ABA

BRITISH COLUMBIA

British Columbia Association for Behavior Analysis
www.bc-aba.org

March 6-7, 2015
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: February 27ᵗʰ, 2015

In Sponsorship With:

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Autism Society of British Columbia

UBC **Faculty of Education**
THE UNIVERSITY OF BRITISH COLUMBIA

2015 BC-ABA Conference Schedule Summary

Friday Evening, March 6, 2015	
5:15 – 6:00 p.m.	Registration for the evening workshop, Scarfe Building Foyer
6:00-9:00 p.m.	**Pre-Conference Workshop** **Ethics in the practice of Applied Behavior Analysis: Consistent Themes, Sample Applications, and Strategies to Promote Adherence to our Ethical Code** **(Room 100)** **Dr. Mary Jane Weiss** **CEUs** ***** *You must be a BC-ABA member to attend the pre-conference workshop*
9:00-9:30 p.m.	*CEU payment received, Scarfe Building Foyer* **Cash, Check, or Credit Card - $5.00 per CEU**

About Our Keynote Speaker

Mary Jane Weiss, Ph.D., BCBA-D is the Executive Director of Research at Melmark. She is also a Professor at Endicott College, where she directs the Master's Programing ABA and Autism. Dr. Weiss has worked in the field of ABA and Autism for over 25 years.

She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. She previously served as Director of Research and Training and as Clinical Director of the Douglass Developmental Disabilities Center at Rutgers University for 16 years.

Her clinical and research interests center on defining best practice ABA techniques, on evaluating the impact of ABA in learners with autism, in training staff to be optimally effective at instruction, and in maximizing family members' expertise and adaptation. She is a regular presenter at regional, national, and international conferences on topics relevant to ABA and autism. She is Past President of the Autism Special Interest Group of the Association for Behavior Analysis, and serves on the Professional Advisory Board for Autism New Jersey, and on the Scientific Council of the Organization for Autism Research.

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2015 BC-ABA Conference Schedule Summary

8:00 – 8:50	Registration for the conference, Scarfe Building Foyer				
9:00 – 10:30	Keynote Address *What Siblings Tell Us: The Challenges and Rewards of Having a Brother or Sister on the Autism Spectrum* Dr. Mary Jane Weiss Room 100 CEUs				
10:30 – 11:00	BC-ABA Annual General Meeting (Room 100)				
11:00 – 11:15	BREAK: Coffee, pastries, etc. in Scarfe Foyer				
	Room 204	Room 206	Room 207	Room 208	Room 209
11:15-12:45 Session 1	Mini-Seminar CEUs Augmentative and Alternative Communication: From Research to Practice Pat Mirenda	Traditional Papers Evaluating use of Computer-Aided System of Instruction to Teach DTT Chloe Wang, Jade Wightman, Maurice Feldman, Toby Martin, Joseph Pear, Tricia Vause, & Dickie Yu Applied Behaviour Analysis to Enhance Sexual Education: A Literature Review Justine Banigan & Richard Stock	Mini Seminar CEUs When Challenging Behaviours Override the Basics Kathryn de Lisser & Katie Allen	Panel Discussion CEUs Working with Families Effectively and Ethically: A Discussion With Parents, Behaviour Analysts, and Interventionist Jodie Wickens, Louise Witt, Leah Mumford & Joan Broto	Symposium CEUs Reducing Food Selectivity in Young Children With Autism Spectrum Disorders Chair: Claire Egan *See program for titles and presenters in this symposium*
12:45 – 1:30	POSTER SESSION – Scarfe Foyer Licensure Information Session 1:00 – 1:30 pm Room 100 LUNCH: Included with Early Registration				
1:30 – 3:00 Session 2	Mini-Seminar CEUs Behavioral Interventions for Pediatric Sleep Disturbances Richard Stock	Mini-Seminar CEUs Using the iPad to Increase Independence with Learners with Autism Christine Eadon & Sharon Baxter	Mini-Seminar CEUs Implementing Gross Motor Programs and Dietary Changes for Children With ASD Brian Truong & Leah Mumford	Traditional Papers CEUs Surrey Schools: Registered Behaviour Technician Training Preetinder Narang Why do I put My Child in an Integrated Classroom? Bohdanna Popowycz Kvam & Helen Kuan Hua	Symposium CEUs Improving the Efficiency of Instruction for Teaching Receptive Language Skills to Young Children with Autism Spectrum Disorders Chair: Laura Grow *See program for titles and presenters in this symposium*
3:00 – 3:15	BREAK: Coffee, pastries, etc. in Scarfe Foyer				
3:15 – 4:45 Session 3	Establishing Collaborative Partnership with Schools Pat Mirenda, Preetinder Narang, Kaori Ohashi, Heidi St. Pierre, Nadine Trottier, & Diana Wilk Room 100 CEUs				
4:45 – 5:45	CEU payment received, Scarfe Building Foyer				

Friday March 6, 2015

Pre-Conference Workshop:

**Ethics in the Practice of Applied Behavior Analysis: Consistent
Themes, Sample Applications, and Strategies to Promote
Adherence to our Ethical Code**

**Scarfe Building, Room 100
6:00-9:00 PM
Pre-Conference Workshop**
For BC-ABA members only
3 CEUs

Presenter: Dr. Mary Jane Weiss, Executive Director of Research, Melmark

Abstract: Behavior analysts seek to provide services within the parameters of our Professional and Ethical Compliance Code for Behavior Analysts developed by the Behavior Analyst Certification Board. Broad themes of effective intervention, professional integrity, and clarity of roles guide our professional decisions. In practice, however, most behavior analysts encounter situations in which the right course of action is not entirely clear. In this presentation, we will discuss specific, common scenarios that may challenge a behavior analyst in practice, and review strategies to guide our professional and ethical decision-making.

Learning objectives:

1. Attendees will identify the relevant guidelines as they apply to sample scenarios

2. Attendees will describe strategies for ensuring adherence to the ethical code

3. Attendees will list key themes in the ethical code

Saturday, March 7, 2015

Key Note Address:

What Siblings Tell Us: The Challenges and Rewards of Having a Brother or Sister on the Autism Spectrum

**Scarfe Building, Room 100
9:00-10:30 AM**
1.5 CEUs

Presenter: Dr. Mary Jane Weiss, Executive Director of Research, Melmark

Abstract: Autism is a disorder that has a wide-reaching impact on the entire family. Stress effects on mothers and fathers have been well documented, and buffering variables that help parents cope have been identified. Much attention has been given to identifying the needs of and developing methods to ameliorate the stress of parents. The other major players in families are the other children - the siblings of the person with autism. Sibling needs are significant as well, and are affected by many variables, including the sibling's age, the behavioral characteristics of the child with autism, and demographics such as age difference, gender, and birth order. In this presentation, we will review what is known about sibling effects and sibling adjustment. We will review both the negative and positive consequences that are associated with having a sibling on the autism spectrum. In addition, we will review some commonalities in their experiences and preferences. Strategies for maximizing sibling adaptation will be reviewed.

Learning objectives:

1. Participants will become familiar with the stress effects of siblings of children with autism
2. Participants will understand the developmental context in which information must be shared and support must be provided.
3. The participants will describe strategies that enhance sibling adjustment.

BC-ABA Annual General Meeting, Room 100, 10:30-11:00 AM

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 AM-12:45 PM

Mini-Seminar, Room 204, 1.5 CEUs

Augmentative and Alternative Communication: From Research to Practice

Presenters: Pat Mirenda

Abstract: The goal of this mini-seminar will be to familiarize participants with the current evidence base for the use of augmentative and alternative communication (AAC) with individuals with developmental disabilities, and to suggest directions for future research that is needed to improve practice. The session will provide an overview of recent systematic reviews or meta-analyses that examined the efficacy/effectiveness of various (AAC) techniques. These include augmented input supports such as visual activity schedules; and augmented output supports such as manual signs, tangible symbols, graphic symbols, speech-generating devices, the Picture Exchange Communication System (PECS), and iPad communication apps.
Applied Research, Intermediate

Traditional Papers, Room 206

Evaluating use of Computer-Aided System of Instruction to Teach DTT

Presenters: Chloe Wang, Jade K. Wightman, Maurice F. Feldman, Toby L. Martin, Joseph J. Pear, Tricia Vause, & Dickie C.T. Yu

Abstract: An online teaching method called Computer-Aided Personalized System of Instruction (CAPSI) has recently been tested to teach knowledge and application of discrete-trials teaching (DTT). The multi-site study examined the effectiveness of CAPSI to teach conducting DTT with the aid of a self-instructional manual and optionally a supplemental peer review component. Even though no significant differences were observed among all the approaches we compared, the study suggests that CAPSI is an effective method to teach individuals to conduct DTT and that using the manual alone may be beneficial for individuals for whom English is a second language.

Applied Behaviour Analysis to Enhance Sexual Education: A Literature Review

Presenters: Justine Banigan & Richard Stock

Abstract: As the prevalence of ASD increases, more adolescents will require instruction and support in the area of sexuality and sexual education. Historically, poor or absent sexual education has resulted in sexual health and hygiene problems, lack of intimate relationships and risk of sexual abuse. This literature review poster will identify the content that should be included in sex education curricula and discuss the use of behavior analytic methods of instruction that include: video modeling, visual support strategies, Social Stories™, social script fading and task analyses. Each instructional strategy is reviewed in terms of its clinical application and whether or not it may be considered an evidence-based practice.
Service Delivery, Introductory

Mini-Seminar, Room 207, 1.5 CEUs

When Challenging Behaviours Override the Basics

Presenters: Kathryn de Lisser & Katie Allen

Abstract: This session will illustrate that the presence of significantly challenging behaviours can impede the teaching of pivotal life skills, particularly the development of appropriate sleep habits, maintenance of a healthy diet, as well as bowel and bladder continence. A discussion of effective interventions used to develop appropriate sleep, eating and toileting behaviours will be presented; by the end of the session participants will be able to identify the significance of teaching important life skills at any age, effective teaching methods for teaching these skills, as well as being able to describe components of effective interventions for reducing significantly challenging behaviours.
Applied Research, Intermediate

Panel Discussion, Room 208, 1.5 Ethical CEUs

Working With Families Effectively and Ethically: A Discussion with Parents, Behaviour Analysts, and Interventions

Presenters: Jodie Wickens, Louise Witt, Leah Mumford & Joan Broto

Abstract: Many behavior analysts working in British Columbia work directly with families in the home setting.

The purpose of this panel is to discuss successful tactics for effective partnerships and to achieve socially valid outcomes for the client. We will discuss the research behind effective relationships between professionals and families, how to work with families following the BACB® ethical guidelines, and strategies for success and common pitfalls. We formed a panel of parents, board-certified behavior analysts, and a behavior interventionist who is also a parent to relate their experiences and ideas.
Service Delivery, Introductory

Symposium, Room 209, 1.5 CEUs
Reducing Food Selectivity in Young Children With Autism Spectrum Disorders

Chair: Claire Egan
Discussant: Sara White

Abstract: The current symposium presents data from three experiments examining the effects of treatment packages on food selectivity in children with autism. The first experiment evaluated escape extinction, response prompts, and the Premack principle as a treatment package to reduce food refusal in an 8-year-old boy with an autism spectrum disorder (ASD). The second and third experiments evaluated the effects of hierarchical exposure and the Premack principle on food acceptance in 3 young children with ASD**.** Increased acceptance of previously refused food was reported in each study. Implications for selecting effective treatment procedures for food selectivity will be discussed.
Applied Research, Intermediate

The Effects of the Premack Principle and Non-removal of the Spoon on Consumption of Previously Refused Foods

Presenters: Tyla Frewing, Leanne Schiedel, & Claire Egan

Increasing Food Acceptance Using Hierarchical Exposure

Presenters: Claire Egan & Leanne Schiedel

The Effects of Hierarchical Exposure on Target Food Consumption

Presenters: Christine Eadon, & Tyla Frewing

Licensure Information Session,
1:00 – 1:30 PM, Room 100

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

Using a Behavioural Treatment Package to Increase Food Repertoire in a Child With Autism

Presenters: Bianca Andreone, CBI Monarch House Autism Centre, Arizona State University & Amy Tanner, CBI Monarch House Autism Centre, Florida Institute of Technology

Abstract: Food selectivity is often seen in children with Autism Spectrum Disorder and can lead to severe nutritional deficiencies. Food selectivity can be specific to food texture, color, shape, presentation, type, brand, or container. Often food selectivity is treated using escape extinction. A preference assessment, parent interview and food journal determined the child's food repertoire consisted of four different foods in total (pasta, fish-crackers, dry cereal, and yogurt) and the child was selective by brand, texture, temperature and utensil requirement. A treatment package consisting of a 12-step graduated exposure food hierarchy and parent training were implemented. After nine months of treatment, the participant's food repertoire increased from four items to more than fifty items. Additionally, food refusal behavior decreased to rates of zero during intervention and parents report significant decreases in mealtime behaviour at home. The importance of a non-aversive, interdisciplinary approach for treating food selectivity in children with autism spectrum disorder will be discussed.
Applied, Intermediate

The Effects of "Movement Breaks" on Rate of Responding and Accurate Responding

Presenters: Kelly Riccardi & Amy Tanner, CBI Monarch House

Abstract: The purpose of this study is to examine if a relationship exists between physical activity and rate of responding and accurate responding when ABA table work is preceded by 10 minutes of physical activity. The present study used an alternating treatment design to compare a 10 minute sedentary reinforcement break versus a 10 minute physical activity break on rate of responding and accurate responding in a 20-minute table work session. Each session consisted of 2 components, repeated 2 times. Sessions would start with the 10-minute treatment followed by 20 minutes of table work then the same 10-minute treatment followed by a second set of table work. Table work consisted of acquisition programs.

Answering "Yes" or "No"

Presenters: Gloria Huen, Trong Nguyen, & Judy Bui, Precision Learning Group

Abstract: This poster will focus on the acquisition of the client's ability to answer yes or no to a wide array of topics covering needs, wants, categories, and features pertaining to their daily life. The client is a 5.5-year-old boy diagnosed with autism spectrum disorder and has been receiving ABA intervention for at least two years. He currently receives on average 12 hours of home-based intervention per week. When he is presented with a 2D picture or a 3D object, the ultimate goal is for him to accurately answer the question with one of the two possible responses.
Service Delivery, Introductory

Teaching Safety Skills to Children and Individuals With Developmental Disabilities

Presenters: Nicholas Cheng & Richard Stock, Capilano University

Abstract: Children and individuals with developmental disabilities are more susceptible to preventable injury and death because they are likely unequipped with the safety skills repertoires to effectively negotiate many dangerous situations. As a result, effective instruction and early acquisition of safety skills are critical.
This literature review poster will discuss Behavioral Skills Training (BST) and its application to teaching safety skills. Additionally, the efficacy of BST along with "in situ training" will be assessed by reviewing studies across these safety areas: abduction prevention, gunplay prevention, pedestrian safety, seeking help when lost, seatbelt use, and fire safety.
Applied Research, Intermediate

Using Video Modeling to Teach Socio-Dramatic Play to Children With Autism

Presenters: Jamie (Seo Hee) Lee, Arizona State University, CBI Monarch House & Amy Tanner, Florida Institute of Technology, CBI Monarch House

Abstract: The purpose of the present study is to examine the efficacy of a video modeling intervention for teaching socio-dramatic play to children with autism. A multiple-baseline design across three play sets will be used. For the intervention, participant will view a 3-minute videotaped session of an adult model playing with a play set. Each video session will involve 10 motor responses and 10 verbal scripts. Immediately following

set and be allowed to play for 10 minutes. Social praise will be contingent upon correct responses.
Applied Research, Introductory

Comparing Video Modeling and Social Story™ Interventions for Children With ASD

Presenters: Sherry Nassrin, University of British Columbia & Richard Stock, Capilano University

This literature review poster compares two evidence-based interventions: Video Modeling and Social Stories. Video Modeling and Social Stories have both been used to improve communication, social, and play skills, as well as increase independence and on-task behavior in children with ASD. This poster will describe and define both methods and present research supporting Video Modeling, Social Stories, and combinations of both methods. Additionally, advantages and disadvantages of both methods will be discussed.
Applied Research, Introductory

Parents' Involvement in ABA Intervention

Presenters: Cherry Truong & Richard Stock, Capilano University

Abstract: Parents seeking treatment for their child's ASD are faced with many therapy options. However, interventions based on Applied Behavior Analysis have the most empirical support. Additionally, parental involvement in intervention has been identified as contributing to positive intervention outcomes. This poster will review the literature regarding parental involvement in ABA therapy with a particular focus on the ESDM and UCLA models and address issues such as advantages and disadvantages of parental involvement and possible barriers effecting parental involvement in behavioural intervention.
Applied Research, Introductory

Treating Refusal of Hair Washing Using Systematic Desensitization and Reinforcement in a Student With Autism Spectrum Disorder

Presenters: Maria Turner, University of British Columbia and ABLE Developmental Clinic, Inc. & Hilary McClinton, ABLE Developmental Clinic, Inc.

Abstract: Students with Autism Spectrum Disorders (ASD) often experience comorbid conditions. Anxiety and other disorders may complicate refusal behaviour and other problem behaviours commonly associated with an ASD diagnosis.

This poster summarizes an intervention used to treat anxiety-related refusal to increase student cooperation within a hair washing routine for a 5-year-old child with ASD. A combination of systematic desensitization and reinforcement were used to treat anxiety-related behaviours, resulting in an increase in compliance within the hair washing routine and decrease in anxious behaviours. Significance, limitations, and future directions for research are presented.
Service Delivery, Introductory

Inducing Self-Talk Through Puppet Play

Presenters: Razan Hamdi, Tamara Quran, Semiahmoo Behaviour Analysts, Inc., & Michelle Karren, Semiahmoo Behaviour Analysts Inc.

Abstract: Self-talk, or children talking to themselves when engaging in solitary play, is extensively recognized as a key stage for typically developing children (Novak & Pelaez, 2004). Research has found that self-talk is crucial to the development of conversations with others (Greer & Ross, 2008).
The presentation will describe the implementation of a protocol developed by Greer and Ross (2008) to induce self-talk in a child with autism.
The presentation will outline the components of the protocol, definition, and the unit of measurement used to assess self-talk. Results of the implementation of this intervention with the child will be presented.
Applied Research, Introductory

Self-Monitoring and Compliance With Rehabilitation Exercise

Presenter: Ian Venables

Abstract: Lower back pain is an ailment shared by many individuals working in a wide variety of professions. Numerous forms of health care practices exist to educate and rehabilitate but adhering to regimental exercise routines can be challenging. The present study seeks to extend the already vast application of self-monitoring procedures to increase compliance with such rehabilitation routines. Specifically, this project reflects the author's attempt to change his own behaviour. The poster will display baseline and intervention data, the data sheets used by the author, results, as well as the number of limitations one encounters when he or she is both the participant and observer of the intervention.
Applied Research, Introductory

Concurrent Session 2 1:30-3:00 PM

Mini-Seminar, Room 204, 1.5 CEUs

Behavioral Interventions for Pediatric Sleep Disturbances

Presenter: Richard Stock

Abstract: Sleep disturbances, that is problems with going to sleep and/or sleeping through the night, are all to common in children with ASD and contribute to parent and family stress. This mini seminar will review the prevalence and types of pediatric sleep disturbances and common behavior analytic interventions for treating them. Particular emphasis will be placed on the role of stimulus control and how a thorough understanding of stimulus control is essential to solving sleep problems.
Service Delivery, Introductory

Mini-Seminar, Room 206. 1.5 CEUs

Using the iPad to Increase Independence With Learners with Autism

Presenters: Christine Eadon & Sharon Baxter

Abstract: This session will review the teaching procedures used with three adult individuals with a diagnosis of autism spectrum disorder to use an iPad® to increase independence with daily living routines and leisure activities. Three specific goals were taught; play schedule, exercise routine, daily routine schedule. Each goal was broken down into component parts; each part or skill was then taught to the participant using discrete trial instruction. As the participants met mastery of the individual skills, mastered skills were then chained together in picture schedules represented using the Choiceworks ® application on the iPad. Recent research has found the use of technology to be effective in teaching both academic and daily living skills to individuals with autism (Jowett, Moore, & Anderson, 2012; King, Thomeczek, Voreis, & Scott, 2014).
Applied Research, Introductory/Intermediate

Mini-Seminar, Room 207, 1.5 CEUs

Implementing Gross Motor Programs and Dietary Changes for Children With ASD

Presenters: Brian Truong & Leah Mumford

Abstract: Research demonstrates that proper posture, physical fitness, and healthy eating are essential for long term improvement in quality of life. Through the

can improve the fitness of children with autism, leading to healthier and more active lives.
By improving these skills, it will further facilitate their ability to play in more activities and sports, leading to greater community inclusion. Using data from several case studies and video, this discussion will cover how to create individualized programming to improve physical functioning/posture, and how to create simple and healthier food alternatives.
Applied Research, Introductory

Traditional Papers, Room 208, 1.5 CEUs

Surrey Schools: Registered Behaviour Technician Training

Presenters: Preetinder Narang

Abstract: The current educational model for students with autism relies largely on paraprofessional support provided by Education Assistants (EAs). Though the assignment of EAs has become a widely accepted practice, contemporary research suggests that paraprofessionals lack the training necessary to support children with complex behavioural challenges. This paper will discuss the process and impact of a pilot program in Surrey School District for training EAs based on the BACB's newly developed Registered Behavior Technician credential. Insight will be provided into the design and execution of a multi-component training sequence and practical recommendations will be offered to guide professional development in public schools.
Applied Research, Introductory

Why do I put My Child in an Integrated Classroom? Alleviating Fears in Regards to Language Development in a Preschool Setting

Presenters: Bohdanna Popowycz Kvam & Helen Kuan Hua

Abstract: Many articles focus on the positive influences of non-ASD peers modeling for ASD children in pre school settings, however there is limited information on how non-ASD children develop and maintain skills in an integrated ABA Pre K setting. Our basic research focused on the children in the classroom without a diagnosis in regards to gains in 3 different social language skills and maintenance of these skills via generalization. Our presentation will provide information about methods and procedures used in order to create a successful environment for language development and maintenance of typically developing children into specialized classroom.
Applied Research, Introductory/Intermediate

Symposium, Room 209, 1.5 CEUs

Improving the Efficiency of Instruction for Teaching Receptive Language Skills to Young Children With Autism Spectrum Disorders

Discussant: Laura Grow

Abstract: Receptive identification programs are ubiquitous in early intervention programs for young children with Autism Spectrum Disorders (ASD). Faulty stimulus control is common among learners with ASD, particularly during receptive identification and matching-to-sample tasks. Thus, it is critical to carefully select the instructional strategies used to teach receptive identification skills because a history of less-than-ideal teaching procedures may affect the future acquisition of skills and/or foster the development of faulty stimulus control (Grow, Carr, Kodak, & Kisamore, 2011; Schilmoeller, Schilmoeller, Etzel, & LeBlanc, 1979). A growing number of studies have compared instructional strategies to identify the more optimal procedures. The symposium will present data from three studies that compared different instructional strategies for teaching receptive identification skills. The findings from the studies will be discussed in terms of implications for teaching receptive language skills in applied settings with an emphasis on the development of appropriate stimulus control.
Applied Research, Intermediate

A Comparison of two Sequential Methods for Teaching Receptive Language Programs

Presenters: Maria Turner & Laura Grow, University of British Columbia

A Comparison of the Modified Simple Conditional and Conditional Only Methods for Teaching Receptive Identification of Sight Words

Presenters: Tyla Frewing, Laura Grow, & Rebecca VanDerHijde, University of British Columbia

The Impact of Array Size During Receptive Identification Programs

Presenters: Rebecca VanDerHijde & Laura Grow, University of British Columbia

Establishing Collaborative Partnership with Schools Room 100, 1.5 CEUs

Presenters: Pat Mirenda, Preetinder Narang, Kaori Ohashi, Heidi St. Pierre, Nadine Trottier, & Diana Wilk

Abstract: Behaviour analysts and consultants who support children and youth in schools need to establish productive partnerships with school staff. This requires a commitment to working on mutual interests and goals, establishing co-operative relationships, and negotiating both individual and joint responsibilities. In this session, a group of both school- and community-based behaviour analysts will examine some of these challenges and offer solutions that are grounded in mutual respect and reflect the principle of goodness-of-fit.

Special Thanks!

BC-ABA wishes to acknowledge the financial and in-kind support provided by the Centre for Interdisciplinary Research and Collaboration in Autism, the Faculty of Education at the University of British Columbia, 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 7th 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 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 February 7th, 2015. 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 February 27th to receive these prices. After February 27th the conference rate increases to $100.00 for both members and non-members

Friday, March 6th pre-conference workshop 6:00PM to 9:00PM- $30.00 (for members only)

Saturday, March 7th 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.

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act Autism Community Training

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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 are available for Board Certified Behavior Analysts (BCBAs) and for Board Certified Associate Behavior Analysts (BCaBAs) for most symposia, mini-seminars and traditional papers

Three CEUs are available for the pre-conference workshop; 1.5 CEUs are available for the keynote address, and 1.5 CEUs are available 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 are unable to accept debit cards. You will receive a certificate documenting how many CEUs you earned after the necessary forms and payment are received. Please remember to bring your BCBA 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

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).

Driving 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

Bus or transit directions to UBC

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
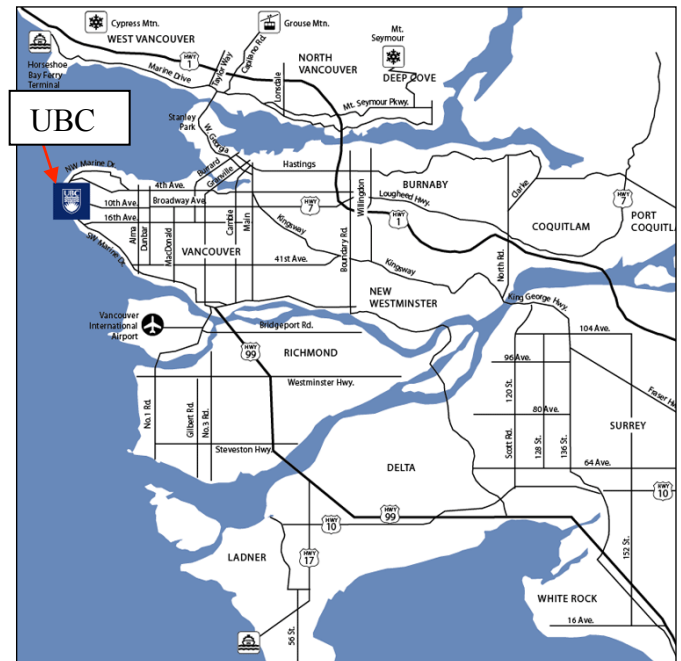
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