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**THE BRITISH COLUMBIA ASSOCIATION  
FOR BEHAVIOUR ANALYSIS**

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***8th Annual***

**BC ABA**

**CONFERENCE**

**March 11-12, 2016**

BRITISH COLUMBIA

BOSA Theatre and Cedar Building, Capilano University  
2055 Purcel Way, North Vancouver, BC

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CEUs available for BCBAs and BCaBAs  
CEUs will be purchased online, with event registration.

**Early Registration deadline: March 6<sup>th</sup>, 2016**

Visit [bc-aba.org/events](http://bc-aba.org/events) or contact [conference@bc-aba.org](mailto:conference@bc-aba.org) for more information.

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# BC ABA Presents, Keynote Speaker, Ron Van Houten



Dr. Ron Van Houten, BCBA-D

Dr. Van Houten received his BA from SUNY at Stony Brook and his MA and Ph.D. from Dalhousie University where he received training in the Experimental Analysis of Behavior. He is currently Professor of Psychology at Western Michigan University. Dr. Van Houten has published extensively in JABA on a wide variety of problems, ranging from the education of inner city youth and children with “learning disabilities”, the treatment of children and adults with developmental delays, the treatment of clinical problems in children, traffic safety, energy conservation, and aviation safety. Currently Dr. Van Houten is a member of the Transportation Research Board and a member of the National Committee for Uniform Traffic Control Devices. He is a past AE for the

Journal of Applied Behavior Analysis and a Fellow of the ABAI. In 2013 he received the Waller Award from the National Academy of Science and in 2015 he received the Award for Scientific Translation Impact of Science on Application from the Society for the Advancement of Behavior Analysis. Dr Van Houten is also an avid pilot flying power aircraft and gliders and a flight instructor.

## 8TH ANNUAL BC-ABA CONFERENCE SCHEDULE SUMMARY – FRIDAY MARCH 11<sup>TH</sup>, 2016

5:15 – 6:00 pm	REGISTRATION FOR THE EVENING WORKSHOP, BOSA THEATRE FOYER
6:00 – 9:00 pm	<p>Pre-Conference Workshop  <b>Behavior Analysis and Traffic Safety: Basic Principles and Changing the Safety Culture</b>            Dr. Ron Van Houten            BOSA Theater            CEUs</p> <p>* You must be a BC-ABA member to attend the pre-conference workshop</p>
9:00 – 9:30 pm	CEU CERTIFICATES RECEIVED, CEDAR BUILDING FOYER

## 8th Annual BC-ABA Conference Schedule Summary – Saturday March 12<sup>th</sup>, 2016

8:00 – 8:50	REGISTRATION FOR THE CONFERENCE, BOSA THEATRE FOYER				
9:00 – 10:30	<p style="text-align: center; color: red;">Keynote Address</p> <p style="text-align: center;"><b><i>How Can We Increase the Impact of Behavior Analysis in Solving Problems in New Areas</i></b></p> <p style="text-align: center;">Dr. Ron Van Houten BOSA Theater CEUs</p>				
10:30 – 11:00	BC-ABA Annual General Meeting (BOSA Theater)				
11:00 – 11:15	Transition to Cedar Building				
	Room 148	Room 140	Room 222	Room 231	Room 233
11:15-12:45  <span style="color: red;">Session 1</span>	<p style="color: red;">Mini-Seminar CEUs</p> <p>Gradual Entry: A Behavior Analyst Perspective</p> <p><b>Katie Allen</b></p>	<p style="color: red;">Mini-Seminar CEUs</p> <p>Get Ready, Get Ready...Direct Instruction: A Tutorial</p> <p><b>Judy Bui &amp; Heidi St. Pierre</b></p>	<p style="color: red;">Traditional Papers CEUs</p> <p>Differential Observing Response and Error Correction Procedure for Conditional Discriminations</p> <p><b>Yvonne Lam, Pat Mirenda, &amp; Laura Grow</b></p> <p>A Survey of Strategies for Teaching Receptive Language to Children with Autism</p> <p><b>Maria Turner &amp; Laura Grow</b></p>	<p style="color: red;">Traditional Papers CEUs</p> <p>Brief Functional Analysis Methods for Assessing Problem Behavior in Applied Settings</p> <p><b>Laura Grow</b></p> <p>Use of a Progressive Ratio Schedule To Assess Potential Reinforcers</p> <p><b>Sarah Pastrana &amp; Christine Eadon</b></p>	<p style="color: red;">Licensure Presentation Information Session on the Regulation of Behavior Analysts in BC</p> <p><b>Andrea Kowaz &amp; Amy Janek</b></p> <p>College of Psychologists of British Columbia</p>
12:45 – 1:30	<p style="color: red;">POSTER SESSION – Cedar Building Foyer</p> <p>LUNCH: Included with Early Registration</p>				
1:30 – 3:00  <span style="color: red;">Session 2</span>	<p style="color: red;">Traditional Papers CEUs</p> <p>Using a Parent Coaching Intervention to Treat Autism Symptoms in Infants</p> <p><b>Amy Tanner</b></p> <p>Early Intervention for Infants and Toddlers on the Autism Spectrum or At Risk: A Review of Best Practices</p> <p><b>Hilary McClinton &amp; Michelle Shilvock</b></p>	<p style="color: red;">Mini-Seminar CEUs</p> <p>Aided Language Modeling for Individuals Who Use Augmentative and Alternative Communication</p> <p><b>Pat Mirenda, Shannon Muir, &amp; Rebecca Tayler</b></p>	<p style="color: red;">Traditional Papers CEUs</p> <p>Gross-Motor Emersion Procedure to Induce Generalized Imitation Repertoire</p> <p><b>Claire Egan, Harley, Lang, Michelle Karren, Sarah Dungait, &amp; Leanne Schiedel</b></p> <p>The Effects of Listener Emersion Procedures to Decrease Trials to Criterion</p> <p><b>Joan Broto, Angie Ho, &amp; Sarah Dungait</b></p>	<p style="color: red;">Traditional Papers CEUs</p> <p>A Comparison of the iPad and Traditional Instructional Materials to Teach Academic Skills to Children with Autism Spectrum Disorder</p> <p><b>Alexandra Voroshina &amp; Pat Mirenda</b></p> <p>Teaching a Caregiver to Implement Behavioural Skills Training</p> <p><b>Rebecca Van Der Hijde, Laura Grow, &amp; Pat Mirenda</b></p>	<p style="color: red;">Traditional Papers</p> <p>Assessing Implementation Outcomes of A Chinese Culturally Responsive Positive Behaviour Support Plan</p> <p><b>Chloe Wang, Goldean Lowe, Howard Schein, &amp; Joseph Lucyshyn,</b></p>
3:00 – 3:15	BREAK: Coffee, pastries, etc. in Cedar Building Foyer				
3:15 – 4:45  <span style="color: red;">Session 3</span>	<p style="color: red;">Panel Discussion CEUs</p> <p>Ethics Panel: Supervision</p> <p><b>Sara White, Richard Stock, Joe Lucyshyn &amp; Kavita Kamat</b></p>	<p style="color: red;">Panel Discussion CEUs</p> <p>Ethics Panel: Home-Based</p> <p><b>Claire Egan, Jo DiTommaso, &amp; Karen Kester</b></p>	<p style="color: red;">Panel Discussion CEUs</p> <p>Ethics Panel: Center-Based</p> <p><b>Miriam Elfert, Andrea Kasunic, &amp; Elizabeth Athens</b></p>	<p style="color: red;">Panel Discussion CEUs</p> <p>Ethics Panel: Adult Residential</p> <p><b>Katie Allen, Sarah Pastrana, &amp; Ben Reiman</b></p>	<p style="color: red;">Panel Discussion CEUs</p> <p>Ethics Panel: School-Based</p> <p><b>Kathryn Theroux &amp; Michelle Shilvock</b></p>
4:45 – 5:45	CEU CERTIFICATES RECEIVED, CEDAR BUILDING FOYER				

## Pre-Conference Workshop

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### ***BEHAVIOR ANALYSIS AND TRAFFIC SAFETY: BASIC PRINCIPLES AND CHANGING THE SAFETY CULTURE***

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**Dr. Ron Van Houten**

**BOSA Theatre, 3.0 CEUs**

Dr. Van Houten was presented with the Award for Scientific Translation Impact of Science on Application from The Society of the Advancement of Behavior Analysis at the 2014 ABAI Convention for his work applying behavior analysis to traffic safety. He also received the Patricia Waller Award in 2014 from the National Academy of Sciences for his work changing the Safety Culture of drivers in regard to yielding to pedestrians. This workshop will examine how behavior analysis has been applied to changing behaviors related to traffic safety. It will cover measurement, treatment development, and evaluations in the areas of pedestrian, and bicycle safety, reducing speeding behavior and increasing seatbelt use. Dr. Van Houten will also examine how contingencies can be programmed into the vehicle to change drivers' behavior.

## Keynote Address

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### ***HOW CAN WE INCREASE THE IMPACT OF BEHAVIOR ANALYSIS IN SOLVING PROBLEMS IN NEW AREAS***

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**Dr. Ron Van Houten**

**BOSA Theatre, 1.5 CEUs**

Behavior analysis is a powerful tool that could ameliorate many of society's problems. One of the first problems seriously addressed with a behavior analytic approach was the treatment of autism. Although a behavioral approach yielded promising results from the start, it took many years before the behavioral approach was accepted as the treatment of choice for autism. Although promising data have also been obtained from applications of behavioral technology to other social problems, these applications have not yet been widely accepted or disseminated. Skinner envisioned behavior analysis as a technology that would address a wide variety of societal challenges. Initially behavior analysts were highly enthusiastic about society adopting our approach in areas such as education, but many people already working in these fields were resistant to a behavioral approach. This paper will examine a number of areas where behavior analysis could make a difference, and explore ways to overcome obstacles and accelerate the acceptance of our approach.

## **BC-ABA Annual General Meeting**

**BOSA Theatre, 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 148; 1.5 CEUs**

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### **GRADUAL ENTRY: A BEHAVIOR ANALYSTS PERSPECTIVE**

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**Presenter: Katie Allen**

Gradual entry is a tactic used by many school districts and day programs as a way of easing the transition into a new or challenging environment for an individual with Autism. However, it can difficult to make progress on a gradual entry program leaving many individuals attending school for only 30 minutes per day for months if not the whole school year. In this experiment gradual entry was transformed from a non-contingent fixed time interval, to a contingent application utilizing differential reinforcement. The modified gradual entry program will be discussed in detail with data and visual analysis, limitations, and future applications.

*Service Delivery, Introductory*

**Mini-Seminar; Room 140; 1.5 CEUs**

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### **GET READY, GET READY....DIRECT INSTRUCTION: A TUTORIAL**

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**Presenters: Judy Bui & Heidi St. Pierre**

Direct Instruction (DI) is a model for teaching that emphasizes small learning tasks in a well controlled and clearly defined teaching environment. By using a teacher-student script common misinterpretations can be eliminated to facilitate accelerated learning in students. This presentation will provide a brief history of DI and the research behind it. Introduce the audience to various DI curricula with an emphasis on how to adapt DI to learners in ABA-home programs and the component skills required before beginning. We will also outline some of the benefits and limitations of implementing a DI curricula.

*Service Delivery, Introductory*

**Traditional Papers; Room 222; 1.5 CEUs**

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### **DIFFERENTIAL OBSERVING RESPONSE AND ERROR CORRECTION PROCEDURE FOR CONDITIONAL DISCRIMINATIONS**

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**Presenters: Yvonne Lam, Pat Mirenda & Laura Grow**

This session will focus the effectiveness of a differential observing response (DOR) in addition to an error correction procedure compared to an error correction procedure alone for teaching conditional discriminations to a boy with autism spectrum disorder. The study employed an adapted alternating treatments design where the primary

dependent variable was the number of sessions to reach mastery criterion. Three comparative evaluations were completed in which the auditory-visual stimuli consisted of nonsense consonant-vowel-consonant words assigned to flags. The results indicated that the addition of a DOR did not result in more rapid learning. Limitations and future directions will be discussed.

*Applied Research, Intermediate*

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### **A SURVEY OF STRATEGIES FOR TEACHING RECEPTIVE LANGUAGE TO CHILDREN WITH AUTISM**

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**Presenters: Maria Turner & Laura Grow**

Receptive language is one of the most commonly taught skills in early and intensive behavioral intervention (Smith, 2001). An online survey was used to gather information about the types of instructional strategies practitioners use to teach receptive language to children with autism spectrum disorders. The survey was distributed to 12,251 behavior analysts using the Behavior Analyst Certification Board's email service and through behavior-analytic groups on social media sites. Over a period of one month, 334 practitioners participated in the survey. The responses to survey questions will be discussed and implications for current practice and future research will be addressed.

*Applied Research, Introductory*

**Traditional Papers; Room 231; 1.5 CEUs**

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### **BRIEF FUNCTIONAL ANALYSIS METHODS FOR ASSESSING PROBLEM BEHAVIOR IN APPLIED SETTINGS**

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**Presenter: Laura Grow**

This session will focus on brief functional analysis methods for assessing problem behaviour in home, clinic, and classroom settings. A brief review of the research will be presented. I will compare and contrast two types of brief functional methods: latency-based functional analysis (Thomason-Sassi, Iwata, Neidert, & Roscoe, 2011) and trial-based functional analysis (Bloom, Iwata, Fritz, Roscoe, & Carreau, 2011). Brief demonstrations of how to implement and collect data for each functional analysis method will be given. Implications for using brief functional analysis methods will be discussed.

*Service Delivery, Intermediate*

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### **USE OF A PROGRESSIVE RATIO SCHEDULE TO ASSESS POTENTIAL REINFORCERS**

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**Presenters: Sarah Pastrana & Christine Eadon**

Stimulus preference assessments (SPAs) are an important tool in the delivery of behaviour analytic services. In general, SPAs involve systematically presenting potential reinforcers to an individual and measuring approach or engagement (Cooper, Heron, & Heward, 2007). Some SPAs, however, may be inappropriate for use when an individual demonstrates selection

biases. In this case study, we used a progressive ratio schedule to evaluate potential reinforcers for an adult with autism after side bias had been observed during SPAs. Procedures and results will be discussed with a focus on application to clinical practice.

*Applied Research, Introductory*

### **Licensure Presentation; Room 233**

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#### **INFORMATION SESSION ON THE REGULATION OF BEHAVIOR ANALYSTS IN BC**

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**Presenters: Andrea Kowaz & Amy Janek**

This information session will inform attendees about the developments in the regulation of Behavior Analysts in the province of British Columbia. Information covered will include the proposed registration process, practice regulations, qualifications for registration and timeline for the development of the registration process.

### **Poster Session**

**12:45pm - 1:30pm – Cedar Building Foyer**

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#### **THE EFFECTS OF RESPONSE INTERRUPTION AND REDIRECTION ON VOCAL STEREOTYPY**

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**Presenters: Shabnam Charkhchi & Amy Tanner**

This study replicated and extended previous research on Response Interruption and Redirection (RIRD) to reduce the vocal

stereotypy and increase appropriate vocalizations among children with autism. RIRD with stimulus control was implemented as an intervention to reduce vocal stereotypy in a five year old child with autism while engaging in independent activities and playing with peers. Ten seconds partial intervals were used for five minutes for each condition. Results will be presented in terms of percentage of stereotypy in independent play and peer play conditions using a reversal design by comparing the effects of treatment to when treatment was removed.

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#### **INCREASING EYE CONTACT DURING MANDING USING AN EXTINCTION PROCEDURE**

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**Presenters: Samantha Anderson & Amy Tanner**

This study is a replication of Carbone, O'Brian, Sweeny-Kerwin, & Albert (2013), which used extinction to increase eye contact with manding in a single case study. Carbone et al. increased eye contact from 10% during baseline, to a mean of 80% during intervention. The present study included an ABAB withdrawal design and 10 minute sessions to increase eye contact in two children diagnosed with autism spectrum disorder, aged 3 and 5. Data was collected in two different settings for each client.

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## **INCREASING SPONTANEOUS LANGUAGE WITH INDIVIDUAL REINFORCEMENT IN A GROUP SETTING**

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**Presenters: Sarah Gonzales & Amy Tanner**

This study used a multiple baseline across participants design to examine the effectiveness of individual reinforcement on functional spontaneous utterances within a group setting. Four children diagnosed with Autism Spectrum Disorder and one being screened for diagnosis, all four to five years old, participated within their social skills groups of 3:1 instruction. Participants were provided reinforcement on a fixed ratio of 1 schedule contingent on functional spontaneous utterances to each other during a designated interval of their group session. Results will be discussed in terms of frequency of functional spontaneous utterances.

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## **EFFECTS OF INTRAVERBAL TRAINING ON THE MEAN LENGTH OF UTTERANCES**

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**Presenters: Sumaia Muradagha & Amy Tanner**

Intraverbal language is often a deficit in individuals with Autism Spectrum Disorder (ASD). A multiple baseline across target behaviours was used to measure the effectiveness of Intraverbal Training in increasing Intraverbal behaviour. Two participants diagnosed with ASD (age 5) were presented with a series with questions with related visual cues. Once participants met the mastery criteria for the questions, the visual

cues were presented independently. During baseline, participants have shown a mean length utterance (MLU) of 1-2 words for 50% of the questions. Results will show the difference in MLU of intraverbal behaviour.

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## **INCREASING TREATMENT INTEGRITY VIA DIRECT THERAPIST TRAINING**

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**Presenters: Bianca Andreone & Marie Sleboda**

ABA requires data collection. Variability in data collection reflects therapist performance in fulfilling treatment fidelity. Behavior Analyst make decisions based on analysis of data. To improve the accuracy of data collection high treatment fidelity is required. This study explores training to improve infrequent and inaccurate baseline data observed. The intervention is 1:1 training to increase treatment fidelity. The intervention entails: observation of a defined behavior; the value of accurate data collection; use of clickers to simplify frequency data; and video training for inter-observer agreement of a target behavior. A brief in vivo therapist training on the specified components will increase accuracy and frequency of data collection.

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## **APPLIED BEHAVIOR ANALYSIS IN THE GENERAL EDUCATION CLASSROOM**

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**Presenters: Kaitlin Brunt & Richard Stock**

The principles of Applied Behavior Analysis have been successful in affecting meaningful changes in client behavior in a variety of environments, including the general education classroom. This poster will review several



applications of ABA strategies and techniques to improve students' academic performance, reduce disruptive behaviors, and increase student engagement during lessons. This poster also aims to identify the barriers preventing more teachers from adopting these strategies and offers suggestions on improving the acceptance of ABA in the general education system.

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### **TEACHING A YOUNG CHILD WITH ASD TO RESPOND USING YES/NO ACROSS MULTIPLE VERBAL OPERANTS**

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**Presenters: Jennifer Marquardt & Heidi St. Pierre**

The ability to answer various yes/no questions across multiple verbal operants is an important skill for young children to learn. This poster will demonstrate how we taught a young boy with ASD to tact yes or no to various questions. The questions increased in complexity as he mastered simpler questions. The student learned to respond fluently and appropriately, with a clear "Yes" and "No", and was able to retain, apply and generalize the skill. Data was taken on Standard Celeration charts that clearly display the students progress.

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### **TEACHING ATTENDING TO PRESCHOOL CHILDREN WITH AUTISM**

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**Presenters : Doireann O'Brien,**

Attending to task is one of the core skills that is targeted at preschool and kindergarden. Not being able to attend to task or attend to people may present to be a considerable barrier to learning. The purpose of this research is to

determine whether a specific program that targets teaching attending as a behavior will increase the child attending during instructional time. This program will also examine if targeting this behavior and teaching it as a program will lead to more success in acquisition of educational targets.

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### **USE OF ESCAPE EXTINCTION AND DRA IN THE TREATMENT OF FOOD SELECTIVITY AND INAPPROPRIATE MEAL TIME BEHAVIOUR**

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**Presenters: Joan Broto, Tracey Feenstra & Kim Schulze**

We implemented an escape extinction and differential reinforcement of alternative behavior (DRA) procedure to successfully treat food selectivity and inappropriate meal-time behaviors in a 4-year-old student diagnosed with Autism Spectrum Disorder. Baseline data indicated the student did not consume foods that were presented during meal times. Results from the intervention indicated that the escape extinction and DRA increased food acceptance, decreased the latency of food consumption, as well decreased inappropriate mealtime behaviours. A post intervention follow up demonstrated that the student consumed all foods presented by caregivers and the frequency inappropriate meal time behaviours had decreased to 0 events.

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## **BRIEF FUNCTIONAL ANALYSIS FOR A 4-YEAR OLD BOY WITH AUTISM**

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**Presenters: Kelly Riccardi, & Lena Thiessen**

This study investigated the use of a brief functional analysis (BFA) to determine the function of 3 problem behaviors: self-injury, aggression and property destruction. This study is comprised of two phases, an initial BFA and a follow-up FBA with idiosyncratic conditions. Initial data suggested that problem behavior solely occurred in the “play/control” condition. Once it was determined that the behavior was occurring in a play/control condition, the second phase of the study was introduced which included 5 idiosyncratic play conditions. The results of the idiosyncratic functional analysis and intervention strategies will be discussed.

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## **BEHAVIORAL TREATMENT OF OBESITY AND DEVELOPMENTAL DISORDERS**

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**Presenters: Callum Muligan & Richard Stock**

Obesity is a preventable medical condition that affects at least a third of adults and 17% of children in the United States alone. The population of individuals with developmental disabilities may have greater risk of developing obesity although studies that investigate the prevalence in that population are limited. Proper diet and exercise regimes remain the most effective treatment options for the reduction of excess fat but are often not successful without additional support, particularly for individuals with developmental disorders. This poster will provide a review of

behavioral concepts and procedures such as stimulus control, contingency contracting and self-management that may be applied in the behavioral treatment and prevention of obesity in people with developmental disabilities.

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## **ABA STRATEGIES FOR DRUG AND ALCOHOL ADDICTIONS**

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**Presenters: Kellina Tower & Richard Stock**

This poster will describe traditional methods, historically used ABA treatments, as well as current ethical and effective ABA treatments for drug and alcohol addictions. Strategies reviewed will include contingency management, prize/voucher-based systems, schedules of reinforcement, interdependent group contingencies, and the experience sampling method. Other aspects of these strategies, such as utilizing work environments in order to promote transition back to a regular community and procedures to reduce the cost of treatments will also be addressed.

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## **THE EFFECTS OF SCHEDULES OF REINFORCEMENT ON THE FORCE AND RATE OF RESPONSES DURING EXTINCTION**

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**Presenters: Ofelia Flores & Laura Grow**

Environmental variables such as schedule of reinforcement affect both rate and force of responses (Notterman & Mintz, 1965, Skinner, 1938). Previous research has shown that continuous schedules of reinforcement produce relatively less forceful responses than extinction or intermittent reinforcement (Blixt & Ley, 1969, Morris, 1968). The purpose of the

study was to evaluate how continuous reinforcement, a variable-ratio schedule, and extinction affect the force and rate responses among children with developmental disabilities. The results indicated that force and rate varied systematically for each participant. The results will be discussed in terms of implications for functional analysis and function-based interventions.

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**WHICH IS BETTER: PICTURE EXCHANGE COMMUNICATION SYSTEM (PECS) OR SPEECH-GENERATING DEVICES?**

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**Presenters: Lana Rakhlei, Daniela Vance, & Sherise Devine**

This poster summarizes a recent literature review looking at the effectiveness of the picture exchange communication system (PECS) versus speech-generating devices (SGDs) with and without adaptations of the PECs protocol for teaching requesting, social-communicative skills, and speech production with individuals on the Autism Spectrum. Results are discussed, including advantages and disadvantages of each approach as well as specific subject characteristics that may aid in decision making.

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**IS THE GLUTEN-FREE CASEIN-FREE DIET AN EFFECTIVE INTERVENTION FOR CHILDREN WITH ASD?**

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**Presenters: Terralynn Spooner, Nancy Frappier, & Sherise Devine**

This poster summarizes a recent literature review looking at the effectiveness of the gluten-free casein-free diet as an intervention for children with Autism Spectrum Disorder. Topics covered include an overview of the theory behind the diet, why many parents choose to trial it, what effects (if any) have been documented, and what limitations exist in the research conducted to date.

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**ARE SOCIAL STORIES USEFUL FOR TEACHING APPROPRIATE SOCIAL BEHAVIOUS?**

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**Presenters: Liz Winston, Napasha Lok, & Sherise Devine**

This poster summarizes a recent literature review looking at the effectiveness of social stories for teaching preschool-aged children appropriate social behaviours. Use of social stories as an alone strategy versus use within a treatment package are discussed. Limitations in the research as well as recommendations for future directions and current best practice are highlighted.

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**STRATEGIES TO IMPROVE READING COMPREHENSION FOR CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD)**

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**Presenters: Taylor Blaxland, Gaspal Duo, & Sherise Devine**

This poster summarizes a recent literature review of various interventions designed to improve reading comprehension. The effectiveness of each intervention or instructional approach are evaluated by their

applicability to children with ASD. Limitations in the research as well as recommendations for future directions and current best practice are highlighted.

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### **A REVIEW OF STRATEGIES TO IMPROVE SPONTANEOUS COMMUNICATION**

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**Presenters: Angel Wei-Yen Chu, Amy Yu & Sherise Devine**

This poster summarizes a recent literature review of six different strategies used to improve the spontaneous communication skills of children on the Autism Spectrum. The utility of discrete trial training (DTT), direct instruction, time delay, script fading, milieu language training, and fluency training are discussed.

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### **CLASS-WIDE STRATEGIES: INCLUDING PEERS IN INTERVENTIONS FOR STUDENTS WITH AUTISM**

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**Presenters: Larissa Jones, Marilu Dias, & Sherise Devine**

This poster summarizes a recent literature review of integration strategies aimed at promoting interaction between peers and students with ASD. The utility of peer prompting, peer incidental teaching, and peer tutoring are discussed. Limitations to current research and future directions are highlighted.

**Concurrent Session 2, 1:30 pm – 3:00 pm**

**Traditional Papers; Room 148; 1.5 CEUs**

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### **USING PARENT COACHING INTERVENTION TO TREAT AUTISM SYMPTOMS IN INFANTS**

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**Presenter: Amy Tanner**

The present study used a parent-coaching intervention with two infants (12 and 16 months) who had positive screens for Autism Spectrum Disorder. The intervention consisted of twelve weekly 1-hour parent-coaching sessions, focusing on using daily routines such as mealtimes and play to increase imitation, joint-attention and verbal behavior with their child. Five-minute videos were recorded from each session and five parent and infant target behaviors were scored using partial interval recording. Results will be discussed in terms of benefits and limitations to a parent-coaching treatment model to treat autism symptoms in infants and future directions for treatment and research.

*Applied Research, Intermediate*

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### **EARLY INTERVENTION FOR INFANTS AND TODDLERS ON THE AUTISM SPECTRUM OR AT RISK: A REVIEW OF BEST PRACTICES**

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**Presenter: Hilary McClinton, & Michele Shilvock Lannon**

The focus will be on providing a comprehensive review of Naturalistic Developmental Behavioral Interventions (NDBIs), specifically the Early Start Denver

Model, and evidence that is currently available concerning the effectiveness of blending developmental and behavioral perspectives when assessing and designing intervention for infants and toddlers on the autism spectrum. In addition to a review of current trends, the speakers will also discuss the role and benefits of parent coaching within early intervention.

*Service Delivery, Introductory*

**Mini-Seminar; Room 140; 1.5 CEUs**

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**AIDED LANGUAGE MODELING FOR INDIVIDUALS WHO USE AUGMENTATIVE AND ALTERNATIVE COMMUNICATION**

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**Presenters: Pat Mirenda, Shannon Muir & Rebecca Tayler**

This session will introduce aided language modeling, an evidence-based strategy that is used to support language development with minimally verbal individuals who rely on augmentative and alternative communication (AAC). ALM incorporates both core and fringe vocabulary to provide language input via pictorial symbols. The presentation will include an overview of ALM research and examples of how ALM is being used locally with students with autism spectrum disorder. Strategies for designing ALM displays for will also be provided, along with practice opportunities.

*Applied Research, Introductory*

**Traditional Papers; Room 222; 1.5 CEUs**

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**GROSS-MOTOR IMITATION EMERSION PROCEDURE TO INDUCE GENERALIZED IMITATION REPERTOIRE**

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**Presenters : Claire Egan, Harley Lang, Michelle Karren, Sarah Dungait & Leanne Scheidel**

We evaluated the effects of motor imitation emersion procedure to induce generalized imitation. Emersion procedures involved the use of behaviour momentum, increased opportunities to respond to target behaviours, and the presentation of rotated instructions at a rapid pace. The results showed that the emersion procedures effectively induced generalized imitation with 3 participants. Implications for learning and instruction will be discussed.

*Applied Research, Intermediate*

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**THE EFFECTS OF LISTENER EMERSION PROCEDURES TO DECREASE TRIALS TO CRITERION**

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**Presenters: Joan Broto, Angie Ho, & Sarah Dungait**

We implemented listener emersion procedures to increase learning and to decrease trials to criterion with students diagnosed with Autism Spectrum Disorder. The results demonstrated using the listener emersion procedure was effective to reduce the number of trials required for the participants to achieve learning objectives.

*Applied Research, Intermediate*

**Traditional Papers; Room 231; 1.5 CEUs**

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**A COMPARISON OF THE IPAD AND TRADITIONAL INSTRUCTIONAL MATERIALS TO TEACH ACADEMIC SKILLS TO CHILDREN WITH AUTISM SPECTRUM DISORDER**

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**Presenters: Alexandra Voroshina & Pat Mirenda**

This study aimed to expand the research on the use of an iPad for teaching academic skills by comparing the impact of the mode of instructional delivery (i.e., iPad vs. traditional materials) on task engagement and the number of sessions required to meet mastery criterion. The study employed an adapted alternating treatment design with two children with autism spectrum disorder (ASD), with two tasks. The results suggest that participants' performance and level of task engagement were similar in both conditions, although some advantage was shown for traditional materials overall. Implications will be discussed as they apply to students with ASD.

*Applied Research, Introductory*

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**TEACHING A CAREGIVER TO IMPLEMENT BEHAVIOURAL SKILLS TRAINING**

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**Presenters: Rebecca Van Der Hijde, Laura Grow & Pat Mirenda**

Behavioural skills training (BST) involves delivering instructions, modeling, and rehearsal with feedback. Behavioural skills training has been used to teach functional analysis and discrete trial training to staff working with

individuals with developmental disabilities. To date, no BST studies have included parents as behaviour-change agents. The purpose of the study was to train a parent to implement BST. A concurrent multiple probe across tasks design was used to evaluate the use of a training package. The training package was effective for teaching the parent how to implement BST to teach three tasks (e.g., tying a bow).

*Applied Research, Introductory*

**Traditional Paper; Room 233**

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**ASSESSING IMPLEMENTATION OUTCOMES OF A CHINESE CULTURALLY RESPONSIVE POSITIVE BEHAVIOUR SUPPORT PLAN**

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**Presenters: Chloe Wang, Goldean Lowe, Howard Schein, & Joseph Lucyshyn,**

Preliminary results of a culturally responsive approach to positive behaviour support (PBS) with families of culturally diverse backgrounds will be presented. In this approach a cultural assessment tool developed by Chen et al. (2002) is integrated with a functional assessment to design a culturally appropriate and technically sound PBS plan. We implemented the approach with two families of Chinese heritage raising a child with [autism.] Preliminary results show high levels of implementation fidelity by parents and improvements in child behaviour. Initial findings are discussed in terms of the importance of cultural competence in behaviour support services to culturally diverse families. *Service Delivery, Introductory*

## **Concurrent Session 3, 3:15 – 4:45 pm**

### **1.5 Ethics CEUs**

#### **Room 148**

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#### **ETHICS PANEL: BEHAVIOUR ANALYSTS AS SUPERVISORS**

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**Presenters: Sara White, Kavita Kamat, Joe Lucyshyn & Richard Stock**

The interactive panel session will address issues covering the range of Ethical and Professional Compliance Code items for Behavior Analysts as Supervisors. The panel will define various types of supervisory relationships that local students and/or clinicians may encounter and will provide real life scenarios related to the ethics of supervision for illustration and discussion. This will include a discussion about entering into supervisory relationships, and the structure, content, and evaluation of supervision.

#### **Room 140**

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#### **ETHICS PANEL: ETHICS IN THE HOME-BASED SETTING**

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**Presenters: Claire Egan, Jo DiTommaso & Karen Kester**

Behaviour Analysts provide services according to the Professional and Ethical Compliance Code for Behaviour Analysts developed by the Behaviour Analyst Certification Board (BACB). The current panel will present common ethical issues faced by behaviour analysts practicing in home-based ABA programs. The relevant

BACB guidelines for ethical decision-making across five common scenarios will be discussed. These scenarios will include; communication with families undergoing separation and divorce, social media and confidentiality, the implications of multiple relationships, discontinuation of services, alternative treatments for autism, and client protection.

#### **Room 222**

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#### **ETHICS PANEL: ETHICS IN CENTRE-BASED SETTING**

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**Presenters: Miriam Elfert & Elizabeth Athens**

This panel will discuss ethical issues within centre-based settings.

#### **Room 231**

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#### **ETHICS PANEL: ETHICS IN ADULT SERVICES SETTING**

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**Presenters: Sarah Pastrana, Katie Allen & Ben Reiman**

We will discuss the following topics: 1) Personal liberties and rights of adult clients within the residential context, 2) Agency directives that conflict with our professional and ethical code, and 3) Identifying who the client is and balancing client desires with parent desires.

**Room 233**

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**ETHICS PANEL: ETHICS IN THE  
SCHOOL SETTING**

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**Presenters: Kathryn Theroux & Michele  
Shilvock Lannon**

The panel will look to address the ethical challenges related to consultation in school settings. In particular, how to maintain BACB code of ethics standards, while not compromising their role as consultant to the child, family and school. Evidence-based planning strategies will be reviewed to provide the audience with a framework for best practice approaches to working collaboratively and assist in guiding their clinical decision making process. The panelists will share tips and tricks (i.e. low-effort prevention strategies) gleaned from their clinical experience and that of colleagues.



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**Exhibitors:**



**Capilano University**



**Autism Society of British Columbia**



**Autism Community Training**

**ACT- Autism Community Training is a province-wide information, training and referral service supporting individuals with ASD and their families. ACT provides a range of free resources including online videos, the Autism Information Data Base and the Registry of Autism Service Providers (RASP) search. ACT administer the RASP under contract with the B.C. Ministry of Children and Family Development.**



**Autism Support Network**

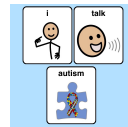


**Douglas College - Disability and Community Studies**

**Douglas College offers four autism related programs for practitioner in the fields of education and human services: Behaviour Intervention Certificate; Classroom & Community Support Diploma; Disability and ABA Advanced Certificate; Employment Supports Specialty Advanced Certificate.**

**Students can transfer credits from 1 program into another.**

**Prior Learning Assessment & Recognition is available for experienced practitioners.**



**i-Talk Autism: Amanda Perry**

**i-Talk Autism: Technology training and communication coaching, specializing in ABA programs. iTalk Autism supports families, professionals, home and school teams to cohesively develop communication using whichever modality best meets a child's needs. Including manding with speech, sign language, an AAC iPad app or PECS. iTalk Autism can help for basics and beyond with set up, stimuli, team training, transitionning systems, AAC customization, iPads, apps, backups and more!**

## Special Thanks!

BC-ABA wishes to acknowledge the financial and in-kind support provided by the Capilano University, 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 8<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 6<sup>th</sup>, 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 March 6<sup>th</sup> to receive these prices. After March 6<sup>th</sup> the conference rate increases to \$100.00 for both members and non-members**

**Friday, March 11<sup>th</sup> Pre-Conference Workshop: 6:00PM to 9:00PM**  
**\$30.00 (for members only)**

**Saturday, March 12<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).

Traveling from out of town? BC ABA has a block room booking! To make a reservation under this block please contact the hotel directly at 604-985-3111 and mention the name of the block BC Association For Behavior Analysis 2016, or by email at [sales@hinorthvancouver.ca](mailto:sales@hinorthvancouver.ca), each reservation must be guarantee with a valid credit card at the time of booking. All rooms not picked up after February 18th will be release to the general inventory.



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The diagram shows a central circle labeled 'Applied Behaviour Analysis' surrounded by eight smaller circles: 'Early Childhood Intervention', 'Parent Training', 'Subacute/Intensive Day', 'Public Behaviour Support', 'Vocational Training', 'Organizational Behaviour', 'Applied Health Services Analysis', and 'Early Childhood Intervention'.



# Map of Capilano University: Conference Site



## North Vancouver Campus

