
**THE BRITISH COLUMBIA ASSOCIATION FOR
BEHAVIOUR ANALYSIS**

9th Annual

BC ABA

CONFERENCE

March 3-4, 2017

BRITISH COLUMBIA

Neville Scarfe Building, University of British Columbia
2125 Main Mall

CEUs available for BCBAs and BCaBAs

CEUs will be purchased online, with event registration.

Early Registration deadline: February 24th, 2017.

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

IN SPONSORSHIP WITH:



BC ABA Presents, Keynote Speaker, Dr. Jon Bailey



Dr. Jon Bailey, BCBA-D

Dr. Jon Bailey is a Professor of Psychology at Florida State University where he teaches graduate courses for behavior analysts in the area of Applied Behavior Analysis, Research Methods, Ethics, and Performance Management. Dr. Bailey is a founding director of the international Behavior Analysis Certification Board® and he is a Board Certified Behavior Analyst®. In 2005, Dr. Bailey received the Distinguished Service to Behavior Analysis Lifetime Achievement Award from the Society for the Advancement of Behavior Analysis. He is the co-author of the books *How Dogs Learn*, *Ethics for Behavior Analysts*, and *Research Methods in Applied Behavior Analysis*. Dr. Bailey has given major addresses at conferences throughout the United States, Canada, and Europe.

Special Guest and Workshop Presenter, Dr. James Carr



Dr. Jim Carr, BCBA-D

Dr. Jim Carr is the Chief Executive Officer of the Behavior Analyst Certification Board. His professional interests include behavior analyst credentialing, behavioral assessment and treatment of developmental disabilities, verbal behavior, and practitioner training. Dr. Carr has published over 150 journal articles and book chapters on these and other topics. Dr. Carr is a Fellow of the Association for Behavior Analysis International. He is the editor-in-chief of the journal *The Analysis of Verbal Behavior* and has served on the editorial boards of 10 other behavior analysis journals, including 4 appointments as associate editor. Dr. Carr is the president of the Colorado Association for Behavior Analysis and past president of the Mid-American and Alabama Associations for Behavior Analysis. He received his doctorate in 1996 from Florida State University under the mentorship of Dr. Jon Bailey and previously served on the behavior analysis faculties at University of Nevada-Reno (1996-1999), Western Michigan University (1999-2008), and Auburn University (2008-2011).

9TH ANNUAL BC-ABA CONFERENCE SCHEDULE SUMMARY – FRIDAY MARCH 3RD, 2017.

5:15 – 6:00 pm	REGISTRATION FOR THE EVENING WORKSHOP, SCARFE BUILDING FOYER
6:00 – 9:00 pm	<p>Pre-Conference Workshop "Selecting Function-Based Treatments for Socially Maintained Problem Behavior" Dr. Jim Carr Earth Sciences 1013 CEUs * You must be a BC-ABA member to attend the pre-conference workshop</p>
9:00 – 9:30 pm	CEU RECIPIENTS SIGN-OUT, SCARFE BUILDING FOYER

9th Annual BC-ABA Conference Schedule Summary – SATURDAY March 4th, 2017.

8:00 – 8:50	REGISTRATION FOR THE CONFERENCE, SCARFE BUILDING FOYER				
9:00 – 10:30	<p style="text-align: center;">Keynote Address <i>The Ethics of Supervision</i> Dr. Jon Bailey Room 100 CEUs</p>				
10:30 – 11:00	BC-ABA Annual General Meeting (Room 100)				
11:00 – 11:15	BREAK: Coffee and snacks in Scarfe Foyer				
	Room 204	Room 206	Room 207	Room 208	Room 209
11:15-12:45 Session 1	<p style="text-align: center;">Symposium CEUs</p> <p>Recent Advances in Assessment and Intervention for Individuals with Autism</p> <p>Chair: Sarah Pastrana Discussant: Jim Carr</p> <p><i>*Please see program for titles and presenters of papers in this symposium</i></p>	<p style="text-align: center;">Mini-Seminar</p> <p>Bilingualism and language development in children with autism: Research summary</p> <p>Pat Miranda</p>	<p style="text-align: center;">Mini Seminar CEUs</p> <p>Further Analysis of Severe Problem Behaviour: When Functional Analysis Results are Unclear</p> <p>Aimee Doherty, Katie Allen, & Mary Penrice</p>	<p style="text-align: center;">Traditional Papers CEUs</p> <p>Why Errors Matter: the importance of effective error analysis and correction in ABA</p> <p>Judy Bui, Kelley Hevessy, Amy Yu, & Kim Schulze</p> <p>Evaluation of Receptive Labels using Traditional Materials versus the iPad</p> <p>Christine Eadon & Kim Schulze</p>	<p style="text-align: center;">Symposium CEUs</p> <p>Teaching Social Repertoires to Students with Autism Spectrum Disorder</p> <p>Chair and Discussant: Joan Broto</p> <p><i>*Please see program for titles and presenters of papers in this symposium</i></p>
12:45 – 1:30	<p style="text-align: center;">POSTER SESSION – Scarfe Foyer LUNCH: Included with Early Registration</p>				
1:30 – 3:00 Session 2	<p style="text-align: center;">Traditional Papers CEUs</p> <p>Instructor Training: Using Positive Behaviour Support in a Group Fitness Program for Young Adults with Autism</p> <p>Tara Rodas and Stephanie Jull</p> <p>An Update on the Behavior Analyst Certification Board</p> <p>Jim Carr</p>	<p style="text-align: center;">Mini-Seminar CEUs</p> <p>Behaviour Analysts in the School System</p> <p>Tina Gunn, Preetinder Narang, Sharon Power, Doug Roch, Tamara Drager</p>	<p style="text-align: center;">Mini-Seminar CEUs</p> <p>Behavioural Treatment Options for Mental Health Diagnosis</p> <p>Sara White</p>	<p style="text-align: center;">Symposium CEUs</p> <p>Solving Instructional Problems in Early Learners</p> <p>Chair: Angie Ho Discussant: Joan Broto</p> <p><i>*Please see program for titles and presenters of papers in this symposium</i></p>	<p style="text-align: center;">Mini-Seminar CEUs</p> <p>We have a plan for that: Making sense of evidence-based practice when teaching executive functioning skills</p> <p>Heidi St. Pierre, Bethany Shilling</p>
3:00 – 3:15	BREAK: Coffee, pastries, etc. in Scarfe Foyer				
3:15 – 4:45 Session 3	<p style="text-align: center;"><i>Panel Discussion: Ethical Considerations in the Age of Cloud Technology and Social Media</i> Dr. Jon Bailey Room 100 CEUs</p>				
4:45 – 5:45	CEU RECIPIENTS SIGN-OUT, SCARFE BUILDING FOYER				

Pre-Conference Workshop

Earth Sciences 1013, 3.0 CEUs

SELECTING FUNCTION-BASED TREATMENTS FOR SOCIALLY MAINTAINED PROBLEM BEHAVIOR

Dr. Jim Carr

The field of applied behavior analysis has developed a number of methods for identifying the function of problem behavior. When the identified function is a social one (e.g., escape, attention, tangible), a number of empirically supported function-based treatments are potentially viable. For example, escape could be provided contingent upon an appropriate response (DRA), on a fixed time schedule (NCR), or not at all (EXT). We will review the procedures and evidence for several function-based treatments and will present decision-making models for selecting treatments for attention and escape-maintained problem behaviors. These rubrics incorporate the most common barriers encountered in consultation and direct service delivery as well as client characteristics that might lead you to select one option over others. Participants will complete each rubric for a client of their own and should bring the relevant details of their case to the workshop, although these details will not be shared publicly.

Keynote Address

Scarfe 100, 1.5 Supervision CEUs

THE ETHICS OF SUPERVISION

Dr. Jon Bailey

Behavior analysis is attempting to develop and improve its professional practices while rapidly expanding and facing significant challenges from consumers, government agencies, insurance companies, and related human services professions. The demand for well trained, certified or licensed behavior analysts is pushing our training programs to the limit to produce more and more students and those graduates will need quality supervision in their practicum settings and on their first jobs. We have believed for over a decade that any BCBA was qualified to supervise but new guidelines coming from the Board counter that assumption. Our Professional and Ethical Compliance Code describes ethical expectations for supervisors but they are not widely understood. In this presentation, I will describe the brief history of the concept of "supervision" in ABA, describe its origins, and offer an updated operational definition for our field. I will then review the relevant ethics items and describe in some detail the Best Practices that are being promoted by the Behavior Analyst Certification Board.

BC-ABA Annual General Meeting

Scarfe 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**

Symposium; Room 204; 1.5 CEUs

RECENT ADVANCES IN ASSESSMENT AND INTERVENTION FOR INDIVIDUALS WITH AUTISM

Chair: Sarah Pastrana

Discussant: Jim Carr

In this symposium, we will discuss recent research on assessment and intervention for individuals with autism. The symposium will include three presentations. The first study assessed the use of a structured interview and pictorial and video-based preference assessments to identify preferred social interactions. The second study examined the effects of differential reinforcement, nondifferential reinforcement, and extinction during intraverbal training. The third study evaluated the effects of three stimulus presentation arrangements on acquisition of listener behaviour. We will discuss the implications of the studies in terms of program development for individuals with autism and future applied research.

Identifying Preferred Social Interactions Using a Structured Interview and Preference Assessment

Presenters: Sarah Pastrana, Laura Grow, & Tyla Frewing

A Comparison of Differential Reinforcement, Nondifferential Reinforcement, and Extinction During Intraverbal Training for a Child With Autism Spectrum Disorder

Presenters: Tyla Frewing, Laura Grow, & Sarah Pastrana

An Evaluation of Stimulus Presentation Arrangements on Children's Acquisition of Listener Behavior.

Presenters: MariaTurner, Laura Grow, & Kaitlyn Edmonds

Applied Research, Intermediate

Mini-Seminar; Room 206

BILINGUALISM AND LANGUAGE DEVELOPMENT IN CHILDREN WITH AUTISM: RESEARCH SUMMARY

Presenter: Pat Mirenda

Many bilingual families are told by professionals to speak only one language to their child with autism spectrum disorder (ASD). The rationale for this recommendation is that the linguistic input to which these children are exposed should be as simplistic as possible in order to facilitate language learning, given the social-communicative challenges inherent in ASD. Until recently, few studies sought to determine if there is an association between bilingual exposure at home

and language development in children with ASD. This presentation will summarize the research in this area, with recommendations for bilingual parents and for the professionals who support them.

Applied Research, Introductory

Mini-Seminar; Room 207; 1.5 CEUs

FURTHER ANALYSIS OF SEVERE PROBLEM BEHAVIOUR: WHEN FUNCTIONAL ANALYSIS RESULTS ARE UNCLEAR

Presenters: Aimee Doherty, Katie Allen, & Mary Penrice

A functional analysis (FA) involves experimental manipulation of environmental variables and is used to determine the function of behavior. Sometimes FA results can be undifferentiated including high, low, or zero rates of behavior across all conditions resulting in the need for further analysis to determine function of behavior. Varied conditions have been used in the research to obtain function of a behavior that has an idiosyncratic function. This presentation will discuss examples from the research where FA results were obtained by using idiosyncratic conditions to determine function and a case-study of a young child with SIB, aggression and self-restraint.

Applied Research, Intermediate

Traditional Papers; Room 208; 1.5 CEUs

WHY ERRORS MATTER: THE IMPORTANCE OF EFFECTIVE ERROR ANALYSIS AND CORRECTION IN ABA

Presenters: Judy Bui, Kelley Hevessy, Amy Yu, & Kim Schulze

This session will focus on the importance of error analysis when teaching young learners on the autism spectrum. More often than not, we focus on the corrects and ignore the errors that our learners make. This presentation will take a look at 3 components, how to do an error analysis, how to correct these errors and how to train staff to implement these procedures using a case study as an example.

Service Delivery, Introductory

EVALUATION OF RECEPTIVE LABELS USING TRADITIONAL MATERIALS VERSUS THE IPAD

Presenters: Christine Eadon & Kim Schulze

The use of the iPad has become a popular intervention tool in many intervention programs. Although the iPad can be found in most intervention programs and classrooms, little research exists on the effectiveness of the iPad as a teaching and intervention accessory. The purpose of this study was to compare the acquisition rate of receptive labels with the iPad and traditional materials. The results indicated that the traditional condition was more efficient for learning receptive labels. Not only did the traditional condition result

in fewer trials to criteria, overall response errors were lower during the traditional condition than the iPad condition.

Basic Research, Introductory

Symposium; Room 209; 1.5 CEUs

TEACHING SOCIAL REPERTOIRES TO STUDENTS WITH AUTISM SPECTRUM DISORDER

Chair: Joan Broto

Discussant: Joan Broto

In this symposium, we will present and discuss the implementation of various procedures to teach social skills to elementary-aged and youths diagnosed with Autism Spectrum Disorder. In our first presentation, we will discuss the components and procedures of implementing the PEERS® Social Skills Training Curriculum (Laugeson, 2014) in a middle school setting. Our second presentation will focus on the implementation of components of Frankel and Myatt's (2003) Children's Friendship Training program with elementary-aged students in a home setting. Lastly, we will present the results of an intervention package that used the teaching interaction (Leaf, Townley-Cochran, et al., 2015) and 'cool versus not cool' procedure (Leaf, Taubman, et al., 2015) procedures to strengthen repertoires relevant to social interactions in two elementary-aged children.

Implementation of PEERS in a Middle- School Setting

Presenters: Leah Mumford & Tara Sutherland

Implementing a Home-Based Social Skills Group Using the Components of the Friendship Training Model

Presenters: Tracey Feenstra, Joan Broto, and Leah Mumford

How to be "Cool": An Intervention Package to Strengthen Social Repertoires

Presenters: Harley Lang, Sarah Dungait, and Joan Broto

Service Delivery, Introductory

Poster Session

12:45pm - 1:30pm – Scarfe Building Foyer

OBJECT IMITATION IMMERSION TO INDUCE GROSS MOTOR IMITATION

Presenters: Joshua Atkinson & Angie Ho

This poster session will focus on the use of object imitation immersion to facilitate gross motor imitation (GMI) across multiple gross motor actions. Previously mastered object imitation targets that were similar to desired GMI responses were used to build motor fluency. These targets were presented in action sequences with behavioural momentum and gradual fading of extra stimulus prompts to target topographically similar gross motor responses. For example, to teach waving, immersion sets began with shaking a maraca, then smaller rattling and non-rattling

objects until waving without objects was learned. Findings will be communicated to audiences using a visual poster format.

USING A DRO TO ELIMINATE SEXUAL AGGRESSION TOWARDS STAFF

Presenters: Shannon Fridleifson & Elizabeth Sparling

D is an adult male with a history of institutionalization prior to living in a group home in the Kootenays. D exhibited sexually aggressive behaviour (grabbing of genitals) directed towards staff on average of 18 times a day as a means of seeking attention. A DRO was introduced for D and his group home staff, the DRO reduced the behaviour to zero, where it has maintained.

SERVICE EXPERIENCES OF MILITARY FAMILIES WITH A CHILD WITH ASD

Presenter: Sarah Gonzales

Military families with a child with Autism Spectrum Disorder (ASD) face stressors associated with having a child with ASD along with the stressors of frequent relocations and separations. A literature review was conducted to identify challenges unique to military families in the United States with a child with ASD. The most significant challenges were associated with difficulties finding and maintaining quality behaviour-analytic services upon relocation or separation. Future research on military families in Canada with a child with ASD is needed to determine their experiences with services for their child, and additional supports needed to obtain behaviour-analytic services.

DESCRIBING THE LEARN UNIT WITH MECHNER NOTATION

Presenters: Harley Lang & Ian Venables

Many scientific disciplines use notation to describe natural phenomenon. Mechner notation is one notation system that can be used to describe complex relations that interest behavior analysts (Mechner, 1959, 2008, 2011, 2013). This paper provides a brief overview of the grammar of Mechner notation and provides an example of how the notation can be used to describe the variables relevant in the teaching environment and in learning, as captured by the learn unit (see Greer, & McDonough, 1999; Greer, 2002).

TEACHING RHYTHM IN SPEECH TO ASSIST IN DEVELOPMENT OF PROSODY

Presenters: Alyssa Lieuwen & Krista Zambolin

This will be a poster presentation showing the progression one student made learning rhythm to develop prosody of speech. Prosody refers to the rhythm, volume and syllabic stress in continuous speech. The student receiving intervention is a twelve-year-old girl diagnosed with non-verbal autism. The student has previously learned to string multiple words together, but she has been difficult to understand due to her lack of prosody. Rhythm has been taught in isolation and progressed from recognition of the concept through physical imitation to incorporation of rhythm into two-three word phrases. Data has been tracked through the use of standard celeration charts.

TEACHING "SOCIAL THINKING" TO CHILDREN WITH ASD

Presenters: Jillian Newman, Melanie Pereira, & Sherise Devine

This poster explores the research behind "Social Thinking" curriculum developed by Michelle Garcia Winner. Using pragmatic communication and understanding social situations is often difficult for individuals with ASD leading to fewer and lower quality peer interactions. This popular curriculum creatively teaches children the nuanced and unspoken rules of social interactions. There is evidence of this curriculum's effectiveness as well as research limitations. How behaviour analysts can supplement an individualized intervention plan, while relying on ongoing data collection, with this curriculum to shape socially appropriate thinking is discussed.

TEACHING EMPATHY: METHODS IN ABA

Presenters: Hoan Trong Nguyen, Christina Wong, & Sherise Devine

The majority of ABA research is on individuals with autism. This poster presentation aims to focus on the key aspect of empathy and how it is being taught. Through the use of a literature review this poster aims to brief the audience on the usage and effectiveness of social stories, teaching with multiple exemplars, role playing, and modelling in ABA. This literature review will also examine the differences between recognizing emotions and reacting to emotions as they are key parts of empathy.

REVIEW OF RESPONSE INTERRUPTION AND REDIRECTION (RIRD) AND THE TREATMENT OF STEREOTYPY

Presenters: Mary Penrice & Richard Stock

The presence of stereotypic behaviours in individuals with developmental disorders is common, though there have been relatively few effective interventions identified. Response Interruption and Redirection (RIRD) has recently emerged as a potentially effective intervention for both vocal and motor stereotypy. This poster examines the elements of effective RIRD procedures and their application to the reduction of vocal and motor stereotypy in individuals with a diagnosis of ASD, and the effectiveness of motor-response interruption and redirection on vocal stereotypy.

IMPACT OF BILINGUAL EXPOSURE ON LANGUAGE IN CHILDREN WITH ASD

Presenters: Carolyn Rowell, Johanna Gasirabo, & Sherise Devine

This poster summarizes a recent literature review looking at the effects of bilingualism on language development. This has not been extensively studied especially with individuals with autism. The current literature review found that bilingually-exposed children with ASD do not experience additional delays in language development, in fact, it may be beneficial in some areas. Limitations in the research as well as future directions for best practice are highlighted.

PROVIDING FEEDING INTERVENTION FOR 3 CHILDREN WITH AUTISM SPECTRUM DISORDERS: LONG TERM FOLLOW UP

Presenters: Leanne Schiedel & Claire Egan

This study evaluated the long-term effects of feeding interventions for three young children diagnosed with autism spectrum disorder (ASD). In the first phase of treatment, a food interaction hierarchy paired with contingent reinforcement was evaluated. All participants successfully engaged in food interaction behaviours during treatment. However, once portion sizes for target foods were increased, the hierarchical approach was no longer effective. The current study reports on two-year follow up for each participant, and the additional strategies that were implemented to increase food acceptance when the efficacy of the hierarchical approach decreased.

USING A DRA AND POSITIVE PUNISHMENT

Presenters: Stephanie Sywak & Elizabeth Sparling

Q is a teenage boy with a history of using aggression to escape demands. A program to introduce manding for break (DRA) was unsuccessful in reducing the problem behaviour. A positive punishment program was added, leading to zero rates of behaviour at home within 3 sessions. The program was then introduced to the school setting.

PARENT IMPLEMENTATION OF A TREATMENT PACKAGE TO INCREASE CHURCH ATTENDANCE

Presenters: Jasmine Tsang & Corine van Staalduinen

This study evaluated the effects of a treatment package in increasing time spent sitting with the absence of vocal protest during church service for an 8-year-old boy with autism. Components of the treatment package included choice-making opportunities, a contingency map, functional communication training, contingent reinforcement, and contingent punishment. A changing criterion design was used to evaluate the effects of the treatment package on the duration of time spent sitting during the church service without vocal protest. Results showed that the treatment package was effective at increasing the duration of church attendance without vocal protest.

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

Traditional Papers; Room 204; 1.5 CEUs

INSTRUCTOR TRAINING: USING POSITIVE BEHAVIOUR SUPPORT IN A GROUP FITNESS PROGRAM FOR YOUNG ADULTS WITH AUTISM

Presenters: Tara Rodas & Stephanie Jull

Research has suggested that the characteristics of autism have contributed to a lower quality of life for adults with autism. An additional challenge posed in this area is that community recreation providers do not have sufficient training and experience to meet the needs of individuals with autism. This study employed a randomized waitlist

control trial to investigate the effectiveness of providing fitness instructors with Positive Behaviour Support training, using Behavioural Skills Training and in-vivo coaching, to implement in a group fitness program for young adults with autism.

Applied Research, Intermediate

AN UPDATE ON THE BEHAVIOR ANALYST CERTIFICATION BOARD

Presenter: Jim Carr

The presenter will discuss recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's credentialing programs will be provided: Board Certified Behavior Analyst, Board Certified Assistant Behavior Analyst, and Registered Behavior Technician. In addition, a number of recent and impending developments at the BACB will be described, including changes to standards, new initiatives, international development activities, and licensure.

Mini-Seminar; Room 206; 1.5 CEUs

BEHAVIOUR ANALYSTS IN THE SCHOOL SYSTEM

Presenters: Tina Gunn, Preetinder Narang, Sharon Power, Doug Roch, & Tamara Drager

Behavior analytic interventions are well established as the most effective methods for addressing the needs of students with Autism Spectrum Disorder (ASD). However, despite its strong evidence base, ABA is not commonly practiced and integrated in public general education classrooms where many

school-based teams lack specialized training necessary to effectively support students with ASD. This creates an opportunity for Behaviour Analysts to work collaboratively with school teams to promote the use of ABA. This presentation will provide an overview of the ABA initiatives in a public school setting, discuss aspects that are working well, and explore areas for improvement to further disseminate our science.

Service Delivery, Intermediate

Mini-Seminar; Room 207; 1.5 CEUs

BEHAVIOURAL TREATMENT OPTIONS FOR MENTAL HEALTH DIAGNOSIS

Presenter : Sara White

Often the field of applied behavior analysis is seen as being very narrow, and mostly applied to the individuals with developmental disabilities and disruptive behavior disorders. However, in recent years there has been renewed interest in the application of the theoretical concepts and framework to other mental health disorders. The theoretical framework, practical application and efficacy of interventions based in applied behavior analysis for non-suicidal self-injury, depression and Tourette's disorder and trichotillomania will be outlined and discussed.

Applied Research, Intermediate

Symposium; Room 208; 1.5 CEUs

SOLVING INSTRUCTIONAL PROBLEMS IN EARLY LEARNERS

Chair: Angie Ho

Discussant: Joan Broto

We evaluated the effects of various instructional tactics on the acquisition of matching and listener repertoires in individuals at the pre-listener to early listener levels of verbal behaviour. The first study examined the manipulation of the visual field in two participants to induce matching and number discrimination repertoires. The second study examined the effectiveness of behavioural momentum and the manipulation of the schedules of reinforcement as instructional problem-solving tactics in discrete trial teaching. The final study examined the use of transfer of stimulus control procedures in the acquisition of letter and object discrimination in one participant. Skill acquisition in the areas of matching and listener responding was demonstrated in each study. Procedures and implications will be discussed with a focus on application to clinical practice.

Field Manipulation in Discrete Trial Teaching to Induce Matching and Listener Repertoires

Presenters: Jennifer Vellenoweth, Angie Ho, & Claire Egan

The Effects of Behavioural Momentum and Manipulation of Schedules of Reinforcement as Problem-Solving Tactics in Discrete Trial Teaching

Presenters: Claire Egan, Angie Ho, Jennifer Vellenoweth

Acquisition of Matching and Listener Responses through Transfer of Stimulus Control Procedures

Presenters: Angie Ho, Claire Egan, & Jennifer Vellenoweth

Applied Research, Intermediate

Mini-Seminar; Room 209; 1.5 CEUs

WE HAVE A PLAN FOR THAT: MAKING SENSE OF EVIDENCE-BASED PRACTICE WHEN TEACHING EXECUTIVE FUNCTIONING SKILLS

Presenters: Heidi St. Pierre & Bethany Shilling

Executive skills, or executive functioning is at the heart of everything we do and plays a significant role on an individual's ability to be successful in achieving goals- no matter how big or small. Planning, prioritization, working memory, self-regulation, response inhibition, sustained attention, task initiation, and organization are all executive functions that, when impaired, can impact one's ability to complete the simplest of tasks. For children on the autism spectrum this impairment can be significant. This mini-seminar will outline what executive functioning is, how it develops in children, and how it can look different for children with ASD. It will identify the current research surrounding teaching executive functioning skills, interpret that research to practice, and present some case-study data on how we teach executive functioning skills in our practice.

Theoretical, Introductory

Ethics Panel, 3:15 – 4:45 pm

Scarfe 100; 1.5 Ethics CEUs

**ETHICAL CONSIDERATIONS IN THE AGE OF
CLOUD TECHNOLOGY AND SOCIAL MEDIA**

**Presenters: Richard Stock, Katie Allen, Nadine
Trottier, & Michele Shilvock Lannon**

Moderator: Dr. Jon Bailey

Dr. Jon Bailey will discuss the relevant BACB
guidelines for ethical decision-making across four
common scenarios concerning the use of cloud
technology, social media, e-mails, and internet
security.



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Autism Support Network

We are the trusted, recognized Autism support organization, providing resources to families of those with ASD, including information, education and improved access to quality, scientifically-proven Autism treatment.



iTalk Autism: Amanda Perry

iTalk Autism - Supporting families and professionals to improve communication skills for children with autism.

Are you a professional with a full case load?
Need help with iPads or AAC apps?

iTalk Autism supports you and your teams by collaborating to help get systems up and running - allowing you to focus on what you do best.

Special Thanks!

BC-ABA wishes to acknowledge the financial and in-kind support provided by the University of British Columbia and the Autism Society of British Columbia. This conference would not be possible without their generous contributions!

Registration Information:

Registration for the 9th 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 24, 2017. 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.



conference committee at:
conference@bc-aba.org.

REGISTRATION FEES

Current members:

Workshop: \$30.00*

Conference: \$50.00

Non-members:

Conference: \$100.00

***please note ONLY current members are able to register for the workshop**

CONTINUING EDUCATION UNITS (CEUs)

If you are a BCBA in good standing then you can register to receive CEUs at both the workshop and conference. Pre-registration for CEU packages for both the workshop and the conference is required and is easy to add to your online registration. There will be NO refunds for CEU packages for either event. If you are presenting at the conference please choose the CEUs presenter package and enter the code you were given in your acceptance letter. All CEU certificates will be emailed to you after the conference.

Workshop CEU package: \$15.00 (3 CEUs)

Conference CEU package (non-presenter): \$30.00 (6 CEUs)

Conference CEU package (presenter): \$20.00* (6 CEUs)

***please note a coupon code will be required to register for this package**

If you have any further questions regarding registration please email the