THE BRITISH COLUMBIA ASSOCIATION FOR BEHAVIOUR ANALYSIS

10th Annual

BC ABA
CONFERENCE

March 2nd & 3rd, 2018

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 25th, 2018.

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

CIRCA
CENTER FOR INTERDISCIPLINARY RESEARCH
AND COLLABORATION IN AUTISM

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

AutismBC

Pre-Conference Workshop Speaker
Tiffany Kodak, Ph.D., BCBA-D

Dr. Tiffany Kodak is currently an Associate Professor in the Experimental Psychology program at the University of Wisconsin-Milwaukee, although she will be transitioning to a faculty position in a newly developed Behavior Analysis program at Marquette University in Milwaukee, WI. Dr. Kodak is a licensed psychologist, licensed behavior analyst, and a Board Certified Behavior Analyst- Doctoral (BCBA-D). Dr. Kodak is the Executive Director of the Center for Language Acquisition and Social Skills Intervention, which provides services to children with autism in Southeastern Wisconsin. She is currently an Associate Editor for the Journal of Applied Behavior Analysis and is on the editorial boards of The Analysis of Verbal Behavior, Behavior Analysis in Practice, Learning and Motivation, and the Review Journal of Autism and Developmental Disorders. Her research interests in the area of early intervention for children with autism spectrum disorder include increasing the efficiency of academic instruction, treatment integrity, assessment-based instruction, verbal behavior, and computer-assisted instruction.

Special Guest Speaker, via live Video Conferencing
Lisa Britton, Ph.D., BCBA-D

Dr. Lisa Britton's current interests revolve around the delivery of quality supervision for BCBA/BCaBA candidates and ethics within the field of behavior analysis. She obtained her B.S. from the University of North Dakota. She then completed her graduate training at the University of Nevada, Reno under the direction of Dr. James Carr. Upon graduating, she worked at Spectrum Center Schools and Programs for over 15 years where she focused on supporting the Senior Behavior Analysts who provided behavioral supports to students with Special Education needs in their educational environment. In 2015 Dr. Britton launched Britton Behavioral Consulting, a company designed to provide fieldwork supervision for people working to become a BCBA/BCaBA. Her primary focus is on the delivery of remote supervision for those who are unable to obtain quality supervision in their immediate community. Concurrently, Dr. Britton is an adjunct faculty for Touro University and The Chicago School of Professional Psychology. She teaches a variety of courses for master's students seeking to meet the requirements to sit for the BCBA exam as well as Ph.D. students through The Chicago School. With 17 years as a BCBA, nine publications, and two decades in the field, Dr. Britton has a clear understanding of the skills necessary to be a successful behavior analyst.

Special Guest Speaker, Break-Out Session, Scarfe Auditorium
Marc J. Lanovaz, Ph.D., BCBA-D

Marc J. Lanovaz, Ph.D., BCBA-D, is an Associate Professor in the École de psychoéducation at the Université de Montréal and Researcher at the Centre de recherche du CHU Ste-Justine. He was also the founding president of the Québec Association for Behaviour Analysis. His research program has been funded by many major grant agencies in Canada such as the Canadian Institutes for Health Research, the Social Sciences and Humanities Research Council, the Fonds de recherche du Québec, and the Office des personnes handicapées du Québec. Dr. Lanovaz has authored more than 20 publications on the development, assessment and treatment of stereotypy in children, adolescents, and adults with developmental disabilities.

10TH ANNUAL BC-ABA CONFERENCE SCHEDULE SUMMARY – FRIDAY MARCH 2ND, 2018.

5:15 – 6:00 pm	REGISTRATION FOR THE EVENING WORKSHOP, SCARFE BUILDING FOYER
6:00 – 9:00 pm	Pre-Conference Workshop *TREATMENT INTEGRITY IN SKILL ACQUISITION* *Dr. Tiffany Kodak* CEUs * You must be a BC-ABA member to attend the pre-conference workshop
9:00 – 9:30 pm	CEU RECIPIENTS SIGN-OUT, SCARFE BUILDING FOYER

8:00 – 8:50	REGISTRATION FOR THE CONFERENCE, SCARFE BUILDING FOYER				
9:00 – 10:30	*Utilizing Behavioural Skills Training in a Remote Supervision Model* Lisa Britton Room 100 Supervision CEUs				
10:30 – 11:00	BC-ABA Annual General Meeting (Room 100)				
11:00 – 11:15	BREAK: Coffee and snacks in Scarfe Foyer				
	Room 100	Room 209	Room 206	Room 207	Room 208
11:15-12:45 Session 1	Mini-Seminar CEUs The role of function in the application of behaviour reduction procedures Kathryn Edmondson, Kathryn Theroux, Katie Allen, Maria Turner, Mary Penrice, Samantha Anderson	Mini-Seminar CEUs Common PECS Instructional Errors and How to Avoid Them Pat Mirenda	Mini Seminar CEUs Launching into Adulthood: Best Practices in Goal Setting and Resources Bonnie Stein, Sharon Baxter, Sara White (AutismBC)	Mini-Seminar CEUs Assessment and Treatment of Restrictive and Repetitive Behaviours in Children with Autism Ofelia Flores & Maureen Hoskyn	Mini-Seminar CEUs Where's the love? Why ABA has a dubious reputation Bobbi Hoadley
12:45 – 1:30	POSTER SESSION – Scarfe Foyer LUNCH: Included with Online Registration				
1:30 – 3:00 Session 2	Mini-Seminar CEUs Identifying Empirically-Supported Interventions for Practice: What Works with Stereotypy? Marc Lanovaz	Mini-Seminar CEUs Sexual Health Development & Knowledge: Applications of ABA for Autism Landa Mark	Traditional Papers CEUs Revisiting 'cool': Extended research and data from various applications of a treatment package for social skills Harley Lang & Joan Broto Behaviour Analysis, Attachment and Self-Regulation Approaches- Is There Common Ground? Kelly MacGregor	Mini-Seminar CEUs Insights and practical applications to staff recruitment, training, and retention Heidi St. Pierre & Bethany Schilling	
3:00 – 3:15	BREAK: Coffee, pastries, etc. in Scarfe Foyer				
3:15 – 4:45 Session 3	Panel Discussion: Current Topics in Ethics in Service Delivery Emily McCallum, Elizabeth Sparling, Preetinder Narang, Miriam Elfert Room 100 Ethics CEUs				
4:45 – 5:45	CEU SIGN-OUT, SCARFE BUILDING FOYER				

TREATMENT INTEGRITY IN SKILL ACQUISITION

Dr. Tiffany Kodak

Although the literature on skill acquisition shows that behavior analysts have effective and efficient interventions for teaching consumers new skills, the integrity with which skill-acquisition programs are implemented effects learning. Strategies that promote the integrity of behavioral interventions are increasingly important to ensure that the expanding number of behavioral providers are implementing interventions with a level of accuracy that is likely to lead to beneficial outcomes. This workshop will review the literature on treatment integrity and skill acquisition, describe the influence of various types of errors in instruction on learning outcomes, identify ways to measure treatment integrity during service delivery, and discuss strategies to promote high levels of integrity in service delivery.

UTILIZING BEHAVIORAL SKILLS TRAINING IN A REMOTE SUPERVISION MODEL

Dr. Lisa Britton

As more people seek to obtain their Board Certified Behavior Analyst (BCBA) certification through online coursework, there is a greater need for the use of evidence based practices including behavioral skills training (BST) in remote supervision. The purpose of this presentation is to outline steps supervising BCBAs can take to ensure quality supervision. The first step in this process is to develop a scope and sequence aligned to the Behavior Analysis Certification Board (BACB) task list. The next step includes teaching concepts to competency and utilizing systems to ensure that supervisees are able to demonstrate performance in an applied capacity. The final area of focus includes building competency in all areas that will be expected of the supervisee once he/she becomes a BCBA.

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 guest speaking event. 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; Scarfe 100; 1.5 CEUs

THE ROLE OF FUNCTION IN THE APPLICATION OF BEHAVIOUR REDUCTION PROCEDURES

Presenters: Kathryn Edmondson, Kathryn Theroux, Katie Allen, Maria Turner, Mary Penrice, Samantha Anderson

This session will describe how functional analysis procedures were utilized in a variety of settings, including school and residential, allowing for the development and implementation of effective, function-based interventions. A discussion of function-based interventions targeting the reduction of challenging behaviours in a school setting, the reduction of vocal and motor stereotypy, and the reduction of aggression during mealtimes will be presented. By the end of the session, participants will be able to identity various functional assessment procedures and essential components of effective teaching procedures for behaviour reduction interventions across a variety of settings and behaviours.

Applied Research, Intermediate

Mini-Seminar; Room 209; 1.5 CEUs

COMMON PECS INSTRUCTIONAL ERRORS AND HOW TO AVOID THEM

Presenter: Dr. Pat Mirenda

The Picture Exchange Communication System (PECS) is an evidence-based practice that is widely used with both children and adults. However, many minimally verbal individuals who are exposed to PECS instruction are unable to initiate even basic requests in the absence of adult directives. In many cases, this lack of spontaneity is the result of instructional errors during PECS implementation. This session will identify the most common of these errors and offer suggestions for remediation.
Applied Research, Intermediate

Mini-Seminar; Room 206; 1.5 CEUs

LAUNCHING INTO ADULTHOOD: BEST PRACTICES IN GOAL SETTING AND RESOURCES

Presenters: Bonnie Stein, Sharon Baxter (AutismBC)

AutismBC will present the Launch into Life! program that helps families to assess, set goals and develop action plans for the transition to adulthood through five domains: Health & Well-Being, Education & Employment, Communication & Social Relationships, Independent Living Skills & Self-Advocacy, and Legal & Financial Issues. It focuses on discovering personal strengths and areas for growth based on each youth's interests, abilities and needs. Participants/Professionals who work with families to facilitate transition planning as they prepare for adult life will be introduced to the

BC Launch Resource Guide as a planning tool and best practice strategies for goal setting.

Service Delivery, Introduction

ASSESSMENT AND TREATMENT OF RESTRICTIVE AND REPETITIVE BEHAVIOURS IN CHILDREN WITH AUTISM

Presenters: Ofelia Flores, Maureen Hoskyn

Children with Autism frequently engage in restrictive repetitive behaviour (i.e. RRB) at levels that require intervention. If not addressed, this behaviour interferes with the student's inclusion and slows or prevents the acquisition of a variety of age appropriate skills (e.g., social, academic). Effective strategies with high social and ecological validity are required to prevent and decrease RRBs within the family and educational settings. An approach to manage RRBs starting with a functional behavioural assessment followed by the presentation of a variety of function based interventions that have resulted in effective reduction of the levels of these behaviours will be discussed.

Applied Research, Introductory

WHERE'S THE LOVE? WHY ABA HAS A DUBIOUS REPUTATION

Presenter: Bobbi Hoadley

As Applied Behaviour Analyst's we like to think we have all the answers, or at least the best answers because of our pure science foundation. Nonetheless, ABA is too often misunderstood and rejected as a therapy worldwide. The research and articles within the ABA literature regarding this phenomenon will be summarized and reviewed. There are special issues in Canada and British Columbia that have aggravated misunderstanding locally. The presentation will include a discussion of those issues to raise the awareness of Behaviour Analysts and support problem-solving, when rapport and compliance from clients is lacking.

Service Delivery, Introductory

Poster Session

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

AN EVALUATION OF THE TRANSFER FROM PICTURE EXCHANGE COMMUNICATION SYSTEM TO A SPEECH GENERATED DEVICE LAMP WITH A YOUNG CHILD DIAGNOSED WITH AUTISM SPECTRUM DISORDER

Presenter: Lauren Matthews

Picture Exchange Communication System (PECS) is an augmentative and alternative communication (AAC) system designed to support individuals with limited speech (Bondy and Frost, 2001). PECS provides the individual with an opportunity to appropriately communicate their wants and needs by exchanging a picture to access a desired item or activity. Speech generating devices (SGD) are another method which can provide functional ways for individuals with limited speech to communicate.

Speech generating devices provide an easily accessible communication system, a larger vocabulary and voice output. This poster will summarize data collected on the duration of acquisition of verbal operants from PECS to Language Acquisition through Motor Planning (LAMP).

SIBLINGS, AUTISM AND THE IMPACT OF CHALLENGING BEHAVIOUR:A REVIEW OF THE LITERATURE

Presenter: Doireann O'Brien

The sibling relationship may be the longest and most consistent relationship of one's life. Research focusing on the siblings of children with Autism has been slow to develop as the primary focus has examined the parents. However, increased attention has been paid to the family and sibling research has been gaining momentum in recent years. Current research is variable indicating links to either complexities developing in mental health and increased stress or minimal negative effects to sibling health and well-being. This literature review determines to focus on the area of challenging behaviour, siblings and autism and thoroughly examine the impact reflected in current research of sharing a life with a sibling with autism and challenging behaviour.

COMPARING EYE GAZE AND REACHING AS A METHOD OF COMMUNICATION

Presenter: Sarah Gonzales

Augmentative and Alternative Communication (AAC) has been shown to be effective to teach children with Autism Spectrum Disorder and deficits in vocal-verbal language to mand. Research is lacking for children with ASD and motor difficulties that inhibit traditional AAC use. A

multielement design will examine and compare the effects of teaching a child with ASD and motor delay to touch a picture on a board, to gaze at a picture, and to reach towards preferred items. Results will display the effects of each treatment, and whether one is more effective than others.

USING HEART RATE TO REGULATE EXERCISE INSTENSITY DURING CARDIVASCULAR FITNESS TRAINING

Presenters: Joshua Atkinson & Sarah Pastrana

This case study focused on the methods used to create a flexible program for building both cardiovascular fitness and independent use of aerobic exercise machines in public gyms. The featured behavioural program uses heart rate measures and a training hierarchy to create a self-regulating training program. The training program adjusts for performance fluctuations, illness, and other atrophy-causing events. This program may be helpful in supporting learners in cardiovascular exercise while decreasing the risk of under- or overexertion.

AN EVALUATION OF THE PERFORMANCE DIAGNOSTIC CHECKLIST – HUMAN SERVICES RECOMMENDED INTERVENTIONS ON TASK COMPLETION IN A HOME-BASED EARLY INTERVENTION PROGRAM

Presenters: Elizabeth Goldstone, Stephanie Price Evans, & Benjamin N. Witts

Diagnostic Checklist – Human Services (PDC-HS) to identify environmental variables contributing to staff performance deficits in home-based applied behaviour analysis programs and possible tactics to address performance deficits. A combination of behaviour skills training and a task completion checklist were successful in decreasing incomplete

tasks to zero for one behaviour interventionist. A subsequent cost-benefit analysis uncovered significant savings to the student's yearly funding allocation as a result of increased staff performance.

ADJUSTING TASK MATERIALS TO INCREASE INTERVENTION SESSION PROGRAM VARIETY

Presenters: Harley Lang & Joan Broto

In this case study, the Performance Diagnostic Checklist – Human Services (PDC-HS; Carr, Wilder, Majdalany, Mathisen, & Strain, 2013) was used to identify environmental factors contributing to the low variety of intervention programs run by staff servicing a child living with autism spectrum disorder. The results show that written instruction, within-stimulus prompts, and graphic feedback were effective in increasing the number of trials and variety of programs run in intervention sessions. This result is further discussed in the context of the experimental strengths and limitations of the methods. Implications to staff training and directions for future research are also discussed.

SELECTING LISTENER RESPONDING PROCEDURES FOR AUDIO-VISUAL DISCRIMINATIONS AND RESPONDING: A CASE STUDY

Presenters: Harley Lang, Melanie Pereira, Nicole Bell, & Julee Bassetto

This case study reports the results of two attempts to teach a specific domain of listener responding: audio-visual discrimination and responding (AVDR). One attempt used the simple conditional procedure, the other used the conditional-only procedure. The data show that the conditional-only

procedure was ineffective at increasing AVDR. The simple conditional procedure effectively increased AVDR for this particular student. We connect these results to previous research on listener responding and discuss the importance of assessment in choosing teaching strategies.

REDUCTION OF AUTOMATICALLY REINFORCED SPITTING IN AN INDIVIDUAL WITH AUTISM

Presenters: Michelle DeBruyn & Julee Bassetto

Based on a functional assessment of the spitting behaviour, treatment history, and a review of the literature, positive punishment was selected to treat spitting for automatic reinforcement in an individual with autism. The literature review indicated that overcorrection is an effective punishment procedure to decrease automatically reinforcing behaviours. This presentation will focus on the process of the functional behaviour assessment, determining the best treatment plan, and implementation of the procedure. The data collected prior to and during the intervention illustrate a decreasing trend in the behaviour; the procedure continues to be an effective part of the individual's therapy.

USING HIGH-PROBABILITY REQUEST SEQUENCES TO ADDRESS PROMPT DEPENDENCY

Presenters: Kitty Lau

Prompt dependency is defined as a reliance on a controlling prompt to evoke correct responding. This can be a barrier to developing independence in children with autism spectrum disorder (ASD). The poster will review the use of high-probability request sequences in an intervention to increase unprompted responses to comply with an adult's instruction, and to decrease the latency of

responding to the instruction, for a child with ASD. A literature review on strategies used to address prompt dependency, the targets used in the intervention, as well as the outcome of the intervention will be discussed.

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

Mini-Seminar; Scarfe 100; 1.5 CEUs

IDENTIFYING EMPIRICALLY-SUPPORTED INTERVENTIONS FOR PRACTICE: WHAT WORKS WITH STEREOTYPY?

Presenter: Dr. Marc Lanovaz

Many children, adolescents, and adults with developmental disabilities engage in stereotypy, which are repetitive vocal and motor behaviors that have no apparent social function. Despite being physically harmless, stereotypy often interferes with social integration, daily functioning, and learning. The purpose of the presentation is to examine empirically-supported interventions designed to reduce engagement in stereotypy. To this end, Dr. Lanovaz will first explore the notion of empirical support as it relates to behavioral interventions and single-case experimental designs. Second, he will review the definition, prevalence, and functions of stereotypy in individuals with developmental disabilities. Third, he will present intervention strategies that are considered as "empirically supported" by the research literature for stereotypy. Finally, he will discuss recent research from his lab on using mobile technology to support parents in the reduction of stereotypy. In sum, the presentation should support behavior analysts in identifying and implementing behavioral interventions designed to reduce engagement in stereotypy in individuals with developmental disabilities.

Applied Research, Intermediate

Mini-Seminar; Room 209; 1.5 CEUs

SEXUAL HEALTH DEVELOPMENT & KNOWLEDGE: APPLICATIONS OF ABA FOR AUTISM

Presenter: Landa Mark

This presentation will review typical sexual development from birth to early adulthood. Physical development, anticipated behaviours, and knowledge of sexual health information that is appropriate at various ages will be covered. Presented parallel to this information will be information about how principles of, and technology based on, Applied Behavior Analysis can be used to help teach this important information to individuals with autism. Where available, applied research on teaching sexual health knowledge or addressing sexual behaviours will be reviewed. Where research is not available, future research directions will be suggested along with examples of possible ABA interventions.

Service Delivery, Introduction

Traditional Papers; Room 206; 1.5 CEUs

REVISITING 'COOL': EXTENDED RESEARCH AND DATA FROM VARIOUS APPLICATIONS OF A TREATMENT PACKAGE FOR SOCIAL SKILLS

Presenters: Harley Lang and Joan Broto

This paper presentation reviews the teaching interaction (Leaf, Townley-Cochran, et al., 2015) and 'cool versus not cool' procedure (Leaf, Taubman, et al., 2015) to teach a variety of social skills. Various applications are reviewed in detail. Some applications were run in a 1:1 setting, while others were implemented in small groups. All applications aimed to strengthen repertoires relevant to social interactions in children living with

Autism Spectrum Disorder. Social repertoires targeted for increase included: responses to bullying, being with the group, compliments, greetings, initiating play, joining play, leaving inappropriate play, losing graciously, personal space, on-topic commenting, responding to questions and comments, and transitioning. The results are discussed with consideration of generalization, rule governance, social motivation, and the limitations of the applied settings. A model for small-group support and its implications will be discussed.

Applied Research, Intermediate

BEHAVIOUR ANALYSIS, ATTACHMENT AND SELF-REGULATION APPROACHES- IS THERE COMMON GROUND?

Presenter: Kelly MacGregor

Many behaviour analysts working to change child problem behaviour in community settings, will acknowledge there is some relationship between problem behaviour and adverse childhood experiences such as trauma and caregiver change. Many of us will also acknowledge that a child's ability to control impulses (i.e., his ability to 'self-regulate'), can have an impact on frequency and severity of behavioural outbursts. This session will consider attachment and self-regulation based treatments for problem behaviour, in contrast to behavioural procedures. Evidence for attachment and self-regulation treatments will be reviewed briefly and compared to evidence for applied behaviour analytic treatments for similar behavioural challenges.

Service Delivery, Introduction

INSIGHTS AND PRACTICAL APPLICATIONS TO STAFF RECRUITMENT, TRAINING, AND RETENTION

Presenters : Heidi St. Pierre & Bethany Schilling

The task of beginning an early-intensive intervention program for a young child with an ASD diagnosis can be a challenge. It can be even more of a challenge recruiting, training, and retaining quality staff to implement the intervention program. The quality of the outcomes for that child rely heavily on the ability of staff to implement programs effectively and consistently. There are many facets involved in training staff appropriately. With this Presentation we will outline current best practices in staff training, applications from the research within our organization, out-of–the-box solutions for training staff on a budget, and some examples of staff training procedures and data collection systems we utilize in our early-intensive intervention programs.

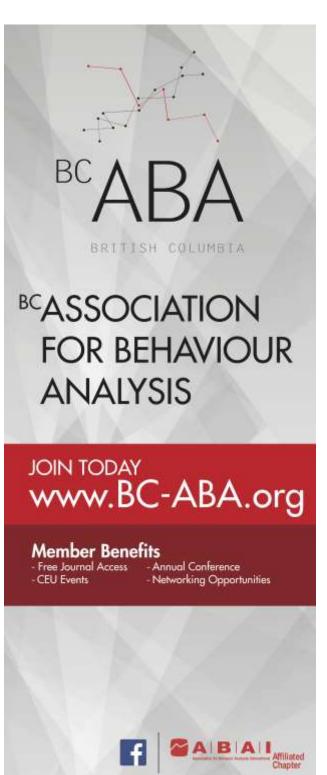*Service Delivery, Introduction*

Ethics Panel, 3:15 – 4:45 pm

Scarfe 100; 1.5 Ethics CEUs

PANEL DISCUSSION: CURRENT TOPICS IN ETHICS IN SERVICE DELIVERY

Presenters: Emily McCallum, Elizabeth Sparling, Preetinder Narang, Miriam Elfert

Behaviour Analysts are expected to adhere to the BACB Professional and Ethical Compliance Code for Behaviour Analysts in all aspects of their practice, with clear responsibilities to their clients.

In practice, we frequently come up against scenarios that challenge our ability to deliver service that meets the needs and rights of the client. In this panel discussion, we will present and discuss how to maintain our professional and ethical responsibilities to clients within the constraints sometimes encountered in early intervention, school support, and adult support systems.

Service Delivery, Introductory

to register for the pre-conference workshop. You can become a member on-line.

Early on-line registration closes February 25, 2018. 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.

Special Thanks!

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

Registration Information:

Registration for the 10th 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

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