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**THE BRITISH COLUMBIA ASSOCIATION FOR  
BEHAVIOUR ANALYSIS**

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**11<sup>th</sup> Annual**

**BC-ABA  
CONFERENCE**

**March 8-9, 2019**

BRITISH COLUMBIA

**NEW FORMAT**

**Friday 8:30am-2:30pm at Jack Poole Hall, Robert H. Lee Alumni  
Centre, UBC, 6163 University Blvd**

**Saturday 8:30am -3:00pm at Neville Scarfe Building, UBC, 2125 Main  
Mall**

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CEUs available for BCBAs and BCaBAs

CEUs will be purchased online, with event registration.

**Early Registration deadline: March 1st, 2019.**

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

IN SPONSORSHIP WITH:



## BC ABA Presents, Keynote Speaker, Dr. Linda Leblanc



Linda A. LeBlanc, Ph.D., BCBA-D, Licensed Psychologist is the President of LeBlanc Behavioral Consulting. She previously served as a university professor before becoming the Executive Director of Trumpet Behavioral Health from 2012-2017, leading the creation of large-scale systems for clinical standards, quality assurance, and research. She established LeBlanc Behavioral Consulting in 2017 and now consults to technology companies, universities, and behavior analytic human service organizations. She is the 2016 recipient of the American Psychological Association Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis. She is also the incoming Editor in Chief of the Journal of Applied Behavior Analysis.

Dr. Linda Leblanc, BCBA-D

# Presenter, Dr. Tyra Sellers



Dr. Tyra Sellers, BCBA-D

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Tyra P. Sellers, JD, PhD, BCBA-D is the Director of Ethics at the Behavior Analyst Certification Board. She earned a B.A. in Philosophy and M.A. in Special Education from San Francisco State University, a J.D. from the University of San Francisco and a Ph.D. from Utah State University. Her professional and research interests focus on professional ethics, training and supervision, assessment and treatment of severe problem behavior, variability, and verbal behavior. Dr. Sellers has over 20 years of clinical experience working with individuals with disabilities in a wide variety of settings. Tyra has served as a board member in various positions, for the Utah Association of Behavior Analysis. She currently serves as an associate editor for two journals and is on the editorial board for a third.

# Friday Conference

## At Robert H. Lee Alumni Centre, UBC

Alumni Centre, 3.0 CEUs  
9:00-12:00

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### SELECTING THE RIGHT MEASURES AND USING TECHNOLOGY TO COLLECT MEANINGFUL DATA

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#### Dr. Linda LeBlanc

Practice guidelines synthesize the published literature on a particular area of applied practice. Practice guidelines may also include specific recommendations and models to guide clinical decision-making. Practicing behavior analysts frequently assess and treat problem behavior as part of their ongoing job responsibilities. Effective measurement of problem behavior is critical to success in these activities because some measures of problem behavior provide more accurate and complete information about the behavior than others. This presentation summarizes five practice recommendations for using measurement systems for problem behavior and describes a clinical decision-making model for selecting measurement produces given certain features of the behavior and constraints of the therapeutic environment. Data from recent analyses of a large electronic data collection database will be presented.

#### Objectives:

1. Attendees will be able to describe the strengths and weaknesses of continuous and discontinuous measurement systems
2. Attendees will be able to identify how the length of interval impacts accuracy of discontinuous measurement systems
3. Attendees will be able to use a question-based clinical decision-making model to select a measure of problem behavior for a client
4. Attendees will be able to identify important responses to measure along with the primary problem behavior of interest

Alumni Centre, 1.5 Supervision/Ethics CEUs 1:00-2:30

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### ETHICAL SUPERVISION: CONSIDERATIONS FOR SUPERVISORS AND SUPERVISEES

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#### Dr. Tyra Sellers

The field of behavior analysis is experiencing tremendous growth with over 50,000 RBTs and over 30,000 BCBAs. The BACB® recently published “A Summary of Ethics Violations and Code-Enforcement Activities: 2016-2017” wherein data were presented regarding the numbers of actual code violations indicating that actual violations related to Code 5.0 Behavior Analysts as Supervisors and Code 10.02 Timely Reporting to the BACB tied as the most common. Because our field relies on a supervised field experience model to assist in shaping the behavior analytic repertoires of future BCBAs, it is critical to ensure that supervisors implement high quality supervisory practices that comply with the Code requirements. This talk provides a brief review of some of the recent updates to BACB supervision requirements, discussing some current supervisor practices in the field, some areas for improvement, and providing recommendations for strengthening those practices.

#### Objectives:

1. Attendees will know several commonly implemented supervisory practices that are aligned with the Code of Ethics.
2. Attendees will know several commonly missed supervisory practices that might result in lower quality supervision and the development of incomplete or defective repertoires, on the part of the supervisee.
3. Attendees will know several resources and recommended practices that are aligned with providing high quality supervision and comply with the Code of Ethic

# Saturday Conference

At Neville Scarfe Building, UBC

**Key Note Speaker**  
**Scarfe 100, 3.0 CEUs**  
**9:00-10:30**

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## CREATING AND MANAGING CLINICAL SYSTEMS IN A HUMAN SERVICE ORGANIZATION

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**Dr. Linda LeBlanc**

Large human service agencies provide amazing opportunities for organizational analysis and implementation of standard process, procedures, and cultural change interventions. This presentation will describe the process for developing clinical standards in several critical domains including client relationships and protections, assessment, data collection, and supervision. Strategies for implementation and ongoing management of the systems will also be reviewed.

1. Attendees will be able to describe a process for identifying recommended practices in a critical clinical process
2. Attendees will be able to list at least two possible strategies or tools that could be used to facilitate clinical oversight and supervision.
3. Attendees will be able to identify at least two potential implementation and management challenges and strategies to address them

**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.

**Break Out Session 1,**  
**11:15 am – 12:45 pm**

**Mini-seminar; Room 100; 1.5 Ethics CEUs**

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## LEARNING TO LET GO: ETHICAL TERMINATION PRACTICES FOR BCBAS

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Presenters: Leah Mumford & Kathryn Theroux

Many BCBAs struggle to know when and how to best end intervention with clients. Graduate training programs briefly review criteria to end treatment, and new BCBAs experience few terminations in the first years of clinical practice. Even experienced BCBAs may delay this important treatment phase until other circumstances cause a potentially messy end. The session will present common barriers to ethical termination practices, corresponding prevention strategies, such as stronger intake assessments and client education, and contingencies that increase the likelihood of client abandonment by BCBAs. Research and literature about ethical termination practices will be shared.

**Mini-Seminar; Room 209**

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**NAVIGATING CONSENT AND BODY  
AUTONOMY IN EARLY AUTISM  
INTERVENTION**

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Presenter: Landa Mark

Those providing early intervention to children with autism often find themselves in positions where they are making physical contact with children's bodies. Individuals with developmental disabilities are at increased risk of physical and sexual abuse. Knowing this, those providing early intervention services are uniquely placed to assist in teaching the concepts of consent and body autonomy. We will review the important concepts of consent and body autonomy with reference to how services may be being delivered and what alternative replacement behaviours adults could engage in to teach these concepts. Specific behavior analytic technologies that may be useful will be discussed.

**Mini-Seminar; Room 206, 1.5 CEUs**

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**HOW TO IDENTIFY TACTICS TO IMPROVE  
STAFF PERFORMANCE WITH THE  
PERFORMANCE DIAGNOSTIC CHECKLIST**

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Presenters: Elizabeth Goldstone & Harley Lang

The Performance Diagnostic Checklist – Human Services (PDC-HS) is an assessment tool used to identify environmental variables contributing to staff performance deficits.

This session will describe two applications of the PDC-HS, in home-based settings, targeting 'end-of-session' tasks and the variety of programs completed during intervention sessions. A cost-benefit analysis was conducted for both applications, uncovering a savings of up to \$1,000 per year, by reducing or eliminating staff performance deficits. By the end of the session, participants will be able to complete and score the PDC-HS, and identify evidence based interventions for a variety of staff performance deficits.

**Mini-Seminar; Room 207; 1.5 CEUs**

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**THREE TIERS OF INTERVENTIONS IN THE  
SCHOOL CONTEXT**

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Presenter: Vanessa Neufeld

Positive Behavior Interventions and Supports (PBIS) is a three-tiered evidence-based prevention and intervention framework that can be implemented in schools. PBIS is designed to promote prosocial student behaviour and academic achievement by building a positive school culture. Tier 1 universal supports and how school-wide interventions can benefit all students will be discussed. Tier 2 small group interventions such as behavior contracts, CICO (Check-in/Check-out) and ABC data tracking will be discussed. Lastly, Tier 3 supports for individual students will be presented. Case examples of individualized PBS plans for three different students with special needs will be discussed.

**Mini-seminar; Room 208; 1.5 CEUs**

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**KEEPING YOUR COOL: HELPING KIDS WITH  
ASD MANAGE THEIR EMOTIONS**

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Presenters: Maria Turner, Mariah Bashir & Leon Choo

Applied Behavior Analysis is regarded as one of the leading approaches for treating Autism Spectrum Disorder (ASD; Wolfe & Neisworth, 2005). ASD is defined by impairments in social-communication skills, leading to difficulties in many areas of functioning. Children with ASD have difficulty regulating and managing their emotions, resulting in a high level of maladaptive behavior (Lee et al., 2018). In this presentation, we review the literature in emotional skills instruction, relate these terms to popular tools for teaching emotional regulation, and provide a behavioral framework for teaching these skills in clinical practice, along with clinical case examples.



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**ASSESSMENT AND TREATMENT OF HEAD-BANGING BY A PRESCHOOLER WITH ASD**

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Presenter: Zahra Masum

Self-injurious behaviours (SIB) are often a priority for intervention in clinical settings because of not only the associated risk of harm but also disruption in learning adaptive skills. The purpose of this report was to describe a comprehensive functional behavioural assessment (FBA) and an intervention plan for head-banging by a four-year old child with autism spectrum disorder (ASD) and intellectual disability (ID). The FBA, which consisted of motivation assessment scale (MAS) questionnaire, antecedent-behaviour-consequence (ABC) continuous recordings, and a latency-based experimental functional assessment (EFA), showed that the head-banging was multiply controlled by escape from demand and access to tangibles. The function-based intervention plan consisted of antecedent strategy of noncontingent reinforcement (NCR) and teaching pointing as an alternative behaviour through functional communication training (FCT) along with extinction of head-banging. The result of this intervention plan showed that FCT, NCR and extinction procedures were effective in reducing head-banging and increasing the alternative behaviour of pointing. Mediator training procedures and procedural integrity for implementation of the intervention plan are discussed. Suggestions for some technical improvements are also discussed along with strengths and weaknesses of this project.

**AND**

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**TREATING FEEDING DISORDER WITH GRADUATED EXPOSURE IN ADULT WITH ASD**

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Presenter: Roisin Pender

Feeding problems frequently occur in children with Autism Spectrum Disorder (ASD). Though

behavioral interventions for feeding problems have empirical support, much of the research has been carried out on children. This study sought to evaluate the use of a behavioral treatment on selective eating, in an adult with ASD. Additionally many successful treatments rely on the intrusive methods such as escape extinction. Graduated exposure is a less intrusive option worth exploring. Post-treatment food repertoire contained 16 items, an increase of 10 new foods from pre-treatment repertoire.

**POSTER SESSION**  
**Scarf Main Foyer**  
**12:45 pm – 1:30 pm**

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**CHAINED SCHEDULE THINNING TO INCREASE COMPLIANCE WITHIN AN FCT CONTEXT**

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Presenter: Bryce Bennett

Reducing problem behaviours and increasing compliance are common concerns for learners with ASD, especially in the contexts of academic learning and feeding. This study involved implementing a functional communication training intervention for two children with ASD, and arranging chained schedules of reinforcement to target compliance for academic instructions and food acceptance. The session will provide information on the methods and procedures used to systematically increase compliance, as well as describe a comprehensive treatment package designed to target food selectivity. The session will also provide recommendations related to functional assessment, expediting the treatment process, and generalizing the intervention to parents.

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**SELF-MONITORING OF ATTENTION TO ORAL READING**

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Presenter: Bryce Bennett

Students with ADHD are often reported to have difficulty maintaining attention to academic tasks.

Research shows that self-monitoring can increase on-task behaviour and productivity for students with disabilities. This poster will summarize a study in which a self-monitoring intervention was implemented for a 12-year-old boy diagnosed with ADHD and ASD, while he listened to adult-read reading passages and responded to comprehension questions. The poster will provide a review of the self-monitoring literature, outline the study's assessment and intervention procedures, as well as discuss the results and implications for future research.

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### **FACILITATING SOCIAL BEHAVIOURS IN CHILDREN WITH ASD USING ROBOTS**

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Presenter: Elizabeth Cho

In recent years, the interest in Robot Assisted Therapy (RAT) has gained traction from diverse fields of academia including autism research. Researchers have attributed the success of RAT to the robot's ability to repeatedly perform predictable tasks that may be easier to comprehend for individuals with autism spectrum disorder (ASD). However, could a robot assist in developing a fundamentally complex repertoire such as social skills? The poster session will review select single subject studies that employed a robotic agent to facilitate social behaviours in children with ASD and examine the results along with the limitations that point toward future prospects.

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### **EVIDENCE BASED DEMENTIA CARE: A REVIEW OF CURRENT LITERATURE, ITS UTILITY IN APPLIED SETTINGS, AND IMPLICATIONS FOR FUTURE RESEARCH**

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Presenter: Nick Feltz

Individuals diagnosed with dementia are underrepresented within the field of applied behaviour analysis (ABA). Despite the increasing prevalence of dementia and the high rates of behavioural symptoms associated with the diagnosis, a relative dearth of published literature and sparse clinical opportunities are available for behaviour analysts within this population. The current review aimed to achieve three objectives, (1) review current

behaviour analytic research within the dementia population, (2) outline implications for clinical utility in applied settings, and (3) identify directions for future research. Many recent publications have demonstrated procedural efficacy using behaviour analytic technologies in reducing adverse behavioural symptoms however few have demonstrated robust generalization and maintenance of outcomes or produced social validity measures for their procedures. Behaviour analytic interventions in dementia care remain largely unexplored by the research community in comparison to other clinical populations, however the growing social impact of behavioural symptoms associated with aging should signal a priority for behaviour analytic clinicians and researchers.

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### **TEACHING SAFETY SKILLS: A REVIEW OF THE LITERATURE**

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Presenter: Sara Fischer

Safety skills are essential to learn for every child and individual, particularly children diagnosed with autism spectrum disorder. This poster displays a review of the literature to determine the best training practices in order to teach the safety skills of abduction prevention and seeking help when lost in public. The training practices examined include behavioral skills training, computerized behavioral skills training, in situ training, and prompting and role play methods, in various combinations. While all training practices were ultimately successful, they varied in the average rate of acquisition for participants to obtain 100% criterion.

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### **FOOD SELECTIVITY TREATMENTS IN ABA: A REVIEW OF THE LITERATURE**

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Presenter: Jessica Grewal

This poster reviews the literature to determine which treatments, based on the principles of applied behavior analysis, are available in successfully treating food selectivity and/or food refusal problems in children. Ten studies were reviewed including single component and multicomponent treatment packages. The primary dependent variable in the studies was increasing food or bite acceptance.



Independent variables included various reinforcement procedures (i.e., differential reinforcement of alternative behaviors, noncontingent reinforcement, escape extinction). The results of all the studies indicated that both single component treatment packages and multicomponent treatment packages were effective in increasing food acceptance. Social validity and future directions were discussed.

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**AN APPLICATION OF THE PREMACK PRINCIPLE TO REDUCE RITUALISTIC PLAY DURING ACADEMIC TASKS: A CASE STUDY**

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Presenter: Harley Lang

Recent research shows that there are many tactics available that can successfully treat stereotypic behaviours—such as repetitive and non-contextual vocal utterances or motor movements—that sometimes interrupt academic instruction provided to people who live with Autism Spectrum Disorder (Cook & Rapp, 2018). In this poster presentation, we present a case where a child engaged in ritualistic play that interfered with the presentation of academic instruction. The results show that the premack principle was effective at increasing correct responses in academic tasks when access to ritualistic play was used as a reinforcer; this also led to a decrease in tantrums that occurred due to the unavailability of ritualistic play during academic tasks.

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**A POLICY ANALYSIS OF ACCESS-TO-FUNDING AND BEHAVIOUR-ANALYTIC SERVICE PROVIDERS ACROSS CANADA: PRELIMINARY RESULTS**

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Presenter: Harley Lang

Public policy that secures funding for health services is a means to provide citizens with the resources they need to live a healthy life. In this poster presentation, the relation between public funding for Autism Spectrum Disorder treatments and allocation of behaviour-analytic service providers is evaluated using publicly-available data, with each Canadian province and territory assessed individually.

Preliminary results from this policy analysis will be available on the poster.

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**ADVERSITY IN ADULTHOOD: TEACHING EMOTION NAMING AND SELF-REGULATION**

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Presenter: Andrea Schneider

Emotion recognition and regulation is a common deficit area of Autism Spectrum Disorders (ASD) (Mazefsky, 2015). Moreover, individuals with a comorbid diagnosis of ASD and Post Traumatic Stress Disorder (PTSD) have an impaired ability to tact emotions in self and others, exacerbating PTSD symptoms (Stack & Lucyshyn, 2018) and impeding the ability to develop social relationships. This case presents a middle aged man with a comorbid diagnosis of ASD and PTSD, how he has been taught to identify emotions in himself and others via multiple modes of instruction, and how he manages PTSD symptoms by engaging in self-regulating behaviors.

**Break Out Session 2,  
1:30 am – 3:00 pm**

**Mini-seminar; Room 100; 1.5 CEUs**

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**CASE STUDY: AVOIDANT RESTRICTIVE FOOD INTAKE DISORDER**

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Presenters: Lauren Binnendyk, Heather Wilson, Christine Powell & Lisa Ludvigsen

Avoidant Restrictive Food Intake Disorder (ARFID) is characterized by a persistent failure to meet appropriate nutritional and/or energy needs as a result of eating or feeding disturbances such as apparent lack of interest in food, avoidance due to the sensory qualities of food, and/or concern over negative consequences of eating. The use of behavioural strategies has been used as effective

interventions for children diagnosed with ARFID. The focus of this presentation will be to present an ARFID case study and to review the 4 main components of a behavioural feeding intervention: assessment, intensive therapy, parent training, and monitoring.

**Traditional Papers; Room 209; 1.5 CEUs**

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**TEACHING SYMPTOMATIC INFANTS AND TODDLERS USING A VERBAL BEHAVIOUR APPROACH**

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Presenter: Amy Tanner

Research suggests autism symptoms can emerge at 6 months of age and are reliably detected as early as 12 months of age. This session will present a study which uses behavior skills training to teach parents how to implement parent-mediated behavioral intervention strategies with their infants who are showing signs of autism. Ten parent/infant dyads participated in the 12-week intervention, which consisted of 1-hour weekly parent-coaching sessions delivered in a verbal behavior framework. Results will be discussed in terms of acquisition of target behaviors, reductions in autism symptoms, changes in pre/post scores and the social validity of the intervention.

**AND**

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**USING VIDEO MODELLING TO TEACH INDEPENDENT PLAY TO A YOUNG GIRL WITH AUTISM**

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Presenters: Amy Tanner & Bianca Andreone

This session will focus on a unique application of using video-modeling to teach a variety of independent play behaviours to a 4-year old girl with autism. A multiple-baseline design across 5 play-sets was implemented to teach independent play of common play-sets found in a preschool and kindergarten setting. The child watched the videos between therapy sessions and demonstrated immediate acquisition of skills by subsequent

sessions, thus using no therapy time to teach the target behaviours. The results will be discussed in terms of maximizing learning opportunities outside of direct therapy sessions through passive learning delivered via video-modeling.

**Mini-seminar; Room 206; 1.5 CEUs**

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**PEER-MEDIATED INSTRUCTION FOR PRESCHOOL AND MIDDLE SCHOOL STUDENTS WITH AUTISM**

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Presenter: Pat Mirenda

Peer-mediated instruction (PMI) is an evidence-based practice that involves teaching typically developing peers to interact with and help learners with autism spectrum disorder (ASD) acquire new social skills within natural environments. This session will provide a brief overview of PMI research, followed by descriptions of two PMI research studies. The first employed pivotal response training to teach preschool-aged children to interact with their classmates with ASD. The second employed a low-intensity instructional package with classmates of three middle school students with ASD. The positive results of both studies will be discussed in terms of their advantages, disadvantages, and limitations.

**Symposium; Room 207; 1.5 CEUs**

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**RECENT ADVANCES IN SKILL ACQUISITION FOR CHILDREN WITH AUTISM DISORDER**

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Chair: Tyla M. Frewing,  
Discussant: Richard Stock  
Presenters: Sarah Pastrana,  
Marc Lanovaz, & Tyla M. Frewing

In this symposium, we will discuss recent research in skill acquisition for children with autism spectrum disorder. The symposium will include three presentations with a discussion lead by Dr. Richard Stock. The first study compared two methods for conditioning vocal stimuli as reinforcers for use during skill acquisition programs. The second study compared three methods of delivering reinforcement during skill acquisition programs. The third study

examined the validity of using AB designs to assess skill acquisition programs. We will discuss the implications of these studies in terms of program development and evaluation for individuals with autism spectrum disorder.

**Traditional Papers; Room 208; 1.5 CEUs**

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**HOW BEHAVIOUR ANALYSIS CAN 'NUDGE':  
BEHAVIOURAL INSIGHTS REVEALED  
ABOUT ELECTORAL POLICY**

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Presenter: Harley Lang

Imagine having the ability to make a positive change in hundreds, thousands, or even millions of people. This kind of influence is found in public policy. In this presentation, I will share how public policy research can be enriched with behaviour-analytic theories and methodological tools to 'nudge' or shape group behaviour. Because group behaviour is not a common measure in behaviour-analytic research, some relevant philosophic commentary and related research will be showcased. To that end, this presentation will focus on recent and forthcoming publications about electoral policy (Lang & Witts, 2018, in press). Attendees will leave the presentation with a broader understanding of how behaviour analysis can be used to assess and optimize policies that influence us all.

**AND**

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**ADAPTING ACCEPTANCE AND  
COMMITMENT THERAPY (ACT) FOR  
HIGH-FUNCTIONING AUTISM  
SPECTRUM DISORDER**

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Presenter: Bobbi Hoadley

Based on the fundamental principles of Contextual Behavioural Science, Acceptance and Commitment Therapies are delivering reliable outcomes for various mental health disorders, including anxiety and depression. ACT is particularly effective when paired with Behaviour Analysis. ACT acknowledges an individual's contextual and

relational framing, and relies upon interventions that address cognitive and emotive behaviours, as well as the contingencies that maintain behaviour. Persons living with ASD do not readily fit into the typical frames for ACT. Case examples of adaptations for persons with the functional capacities typical of ASD will be presented, using interventions that combine ACT tools and ABA technologies.

## 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 11<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 qualify for the member price for the conference. Please ensure you are **LOGGED-IN** when you complete the registration form. You can become a member on-line.

Early on-line registration closes Mar 1, 2019. After this date you can register at the door on the day of the conference for a fee of **\$100.00 per day for both members and non-members**. Please note lunch will not be guaranteed for day of registrations.



## REGISTRATION FEES

### Current members:

Friday: \$70.00

Saturday: \$70.00

### Non-members:

Friday: \$100.00

Saturday: \$100.00

\*Live-streaming option available for Day 1 events only, with pre-registration.

## CONTINUING EDUCATION UNITS (CEUs)

If you are a BCBA in good standing then you can register to receive CEUs on both days. Pre-registration for CEU packages is required and is easy to add to your online registration. There will be **NO** refunds for CEU packages for either day. All CEU certificates will be emailed to you after the conference.

**Conference CEU package:** \$25.00 per day

If you have any further questions regarding registration please email the conference committee at: [conference@bc-aba.org](mailto:conference@bc-aba.org).