



12TH ANNUAL

BC ABA

CONFERENCE

British Columbia Association for Behaviour Analysis

MARCH 6 - 7, 2020

Neville Scarfe Building
University of British Columbia
2125 Main Mall

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

BC ABA CONFERENCE

Early Registration deadline: March 1st, 2020

SPONSORSHIP BY:



British Columbia Association for Behaviour Analysis

BC ABA PRESENTS

Patrick C. Friman, Ph.D., ABPP | Keynote Speaker



Dr. Patrick C. Friman received his Ph.D. from the University of Kansas. He is the current Vice President of Behavioral Health at Boys Town and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He was formerly on the faculties of Johns Hopkins University, University of Pennsylvania, and Creighton University Schools of Medicine. He was also formerly the Director of the Clinical Psychology Program at University of Nevada as well as the Associate Chairman of the Department of Psychology. He is a Fellow of the Association for Behavior Analysis International, in three divisions of the American Psychological Association, and of the American Board of Behavioral Psychology. He is the former Editor of the Journal of Applied Behavior Analysis and former President of the Association for Behavior Analysis International. He is currently on the editorial boards of four peer reviewed journals. He has published more than 200 scientific articles and chapters and three books. The majority of his scientific and clinical work is in Behavioral Pediatrics and Behavioral Medicine. Dr. Friman's work in behavioral pediatrics has concentrated on the gap between primary medical care for children on one side, and referral-based clinical child psychological and psychiatric care, on the other. A secondary focus is on adolescent behavior and development. He also specializes in consultation regarding workplace issues such as motivation, dealing with difficult people, change, happiness and pathways to success.

Day 2 | Friday, March 6, 2020

9:00 – 3:15 | Full-day Presentation (6 CEUs)

Morning break: 10:30 -10:45

Lunch break: 12:30 -1:30

Jack Poole Hall, Robert H. Lee Alumni Centre Learning CEUs

Presentation:

Patrick C. Friman, Ph.D., ABPP

Clinical Diversity in Behavioral Analysis: Multiple Examples

Skinner envisioned behavioral analysis as a generic science that would one day be seen as applicable to all human behavior. Clearly, his vision has not been realized. The science has flourished with nonhuman species and in one tale the normal human distribution, Unfortunately, it is not viewed as broadly relevant to problems typically addressed by mainstream psychology. The intent of this day-long presentation is to address that problem by demonstrating the clinical relevance of behavioral analysis for a range of clinical conditions that include sleep and bedtime problems, habit disorders, incontinence, and instructional control problems.

Cost:

Members: \$70

Non-Members and in-person registration: \$100

Student Members: \$34.99

CEU Package: \$30

**Bursaries available to eligible members.*

All student presenters will receive free registration with code. Registration code will be provided in acceptance letter.

In addition, the first 10 students to register (for one or both days) will receive full reimbursement of the registration fee during conference sign-in.

Other Details:

Live-streaming available with pre-registration only at cost listed above.

Online registration will be non-refundable and non-transferable.

Day 3 | Saturday, March 7, 2020

9:30 – 10:30 | EIBI, ASD and the Forward March of Behavior Analysis

Jack Poole Hall, Robert H. Lee Alumni Centre

Patrick C. Friman, Ph.D., ABPP

10:30 – 11:15 | BC-ABA Annual General Meeting

Jack Poole Hall, Robert H. Lee Alumni Centre

11:15 -12:30 | Poster Session

Scarfe Foyer

Lunch: Included with Online Registration

12:30 - 2:00 | Session 1

Room 204 | Mini-Seminar CEUs

Katie Allen

The Various Functional Currencies of Reinforcement

Reinforcement by definition is functional, in that it functionally serves to increase or maintain desired levels of behavior. Positive reinforcement is widely researched and utilized with additional research in the areas of preference assessment to address unique individual applications of reinforcement. However, most of this research focuses on the assessment of appropriate and pro-social ideal forms of reinforcement to be delivered contingent upon behavior. The proposed presentation focuses on a case study utilizing positive reinforcement in the form of a reprimand to maintain low intensity maladaptive behavior as a way to reduce frequent and dangerous behavior.

Room 206 | Panel Discussion CEUs N/A

Jen Ashlee & Maria Turner Sample

Collaborative and Culturally Relevant Support for Indigenous Children and Families

We will discuss the needs of Indigenous children and youth diagnosed with Autism, and how Behaviour Analysts can better serve Indigenous communities in British Columbia. The experiences of our diverse panel, including the personal perspectives of parents, community leaders, Aboriginal Infant Development, Aboriginal Complex Care Outreach and Behaviour Analysts, will be shared, and culturally-appropriate strategies and teachings will be discussed as approaches to encourage positive relationships between service providers and Indigenous peoples. These discussions are an important step in the continued process of reconciliation and ensuring improved circumstances for Indigenous children and youth with Autism in their communities.

Room 207 | Mini-Seminar CEUs
Judy Bui & Donny Newsome

Introduction to Functional Mastery: Lessons from the World of Academic Instruction

Generally speaking, the concept of 'mastery' is well understood. We know a masterful performer when we see one. Their performance seems to come naturally, quickly and accurately. The absence of mastery is equally apparent. Critical skill deficits result in measurably slow, frustrating, inflexible performance and can adversely affect one's quality of life. As such, mastery is a commonly stated goal of educators in their crafting of skill acquisition plans. Unfortunately, the characteristics of mastery listed above represent broad pragmatic goals, the specific 'mastery criteria' for acquisition targets are often woefully inadequate to produce desired results. By examining measurement systems and target selection, the presentation will focus on empowering attendees to move towards goal setting more fitting of functional mastery in everyday life.

Room 208 | Traditional Papers CEUs
Sobia Kashani & Heidi St.Pierre

Obtaining Parent Buy-in Regarding Food Refusal Behaviour in PBS Plan

A positive behaviour support plan was developed to reduce and eliminate severe food refusal behaviours. A major barrier to the plan was gaining parent buy-in and compliance to follow and maintain the necessary steps within the plan. Each session is constantly being stopped as parent(s) are having difficulties with accepting and managing problem behaviours (e.g., negative vocalizations, noncompliance and negotiating). The poster will examine data on parent compliance over the next 60 days in order to determine if the PBS plan was effective and behaviour change occurred in both the client and parent(s).

And

Preetinder Narang

Experimental Analysis of Competency-Based Technician Training in Public Schools

Despite the proven value of behaviour analytic methods, paraprofessionals in inclusive settings struggle to utilize appropriate support strategies with students exhibiting challenging behaviour. This paper will describe a between-groups experiment used to assess the effectiveness of a behaviour technician training program in BC schools. 30 paraprofessionals were randomly assigned to treatment or service-as-usual groups and observation, interview and survey methods were used to evaluate paraprofessional performance, student behaviour, and perceptions of student success and teamwork. Statistically significant interaction effects between training group and time will be interpreted and implications of findings to educational research, policy and practice will be discussed.

Room 209 | Mini-Seminar Ethics CEUs

Landa Fox, Katrina McGee, & Kingsley Strudwick

Ethical Gender Inclusive Practices within Applied Behaviour Analytic Services

It is emerging that gender diversity and neurodiversity overlap and it is understood that supporting gender diversity is a fundamental ethical behaviour. Behaviour Analysts must modify their own behaviour to move towards gender-diverse allyship. This session will focus on development of knowledge and skills that Behavior Analysts need in order to provide more gender-inclusive services. The following will be addressed: historical interactions between ABA and LGBTQ+ communities; task-analysis aimed at creating more inclusive, ethical administrative practices; common teaching approaches and how they can be made more ethical and inclusive; and ethical considerations with regard to supporting gender diverse clients.

2:15 - 3:45 | Session 2

Room 204 | Mini-Seminar Ethics CEUs

Richard Stock & Pat Mirenda

Building a Better Contract: The Professional and Ethical Compliance Code

Behaviour analysts are required to have written contracts that provide clients with detailed information about the services that they provide. Both Autism Information Services-BC and ACT-Autism Community Training provide families with general guidelines about what such contracts should include. However, contracts written according to these guidelines alone do not meet the requirements of the BACB Professional and Ethical Compliance Code (PECC). This session will review the PECC sections that have important implications but are often neglected or even omitted from most written contracts. These include requirements for consent, supervision, and maintaining records and protecting information, among others.

Room 206 | Traditional Papers CEUs

Victoria Knight, Thea Brain & Daniela Marco

Coding and Communicating: Inclusive Robotics to Children with ASD

This session will focus on the results from a multiple probe across participants research design evaluating the effect of explicit coding instruction using a model-test strategy with four elementary-aged children with ASD and four peers on the dependent variables of coding skills, communicative acts, and social engagement. Generalization to other coding skills was also evaluated. Limitations and ideas for future research and practice will be discussed.

And

Doireann O'Brien, Dr Kenneth Conroy & Karin Terdo

Teaching Basic Coding to Adults with Autism: A Multidisciplinary Approach

Emphasis on teaching STEM specifically teaching coding has increased in the last ten years with many schools teaching coding from kindergarten. A vocation with coding could be considered an optimal vocation for an individual diagnosed with autism. It is a structured job, focused

on repetition and detail. The purpose of this presentation is to review the effects of teaching basic coding to adults with autism. Lesson plans were designed by a programmer with a PhD of computer science, a teacher and a BCBA. Lessons plans were devised that incorporated task analysis and utilized strategies for generalization from the first lesson.

Room 207 | Mini-Seminar CEUs

Alexia Stack, Bobbi Hoadley, & Andrea Schneider

Identifying and Supporting Trauma in Complex Cases of ASD

Trauma rates in children with ASD may be underestimated due to the range of symptoms that potentiate the risk for maltreatment in children with ASD. Overshadowing of trauma symptoms is likely in this population (Stack & Lucyshyn, 2018). Using case studies, this seminar provides an overview of trauma and the current state of the literature pertaining to assessment and treatment; and how it can present in individuals with ASD. Treatment based components derived from Contextual Behavioral Science, will be offered including intervention approaches from ABA, Trauma-Focused CBT and Trauma-Focused ACT.

Room 208 | Student Panel Discussion

Jessica Grewal, Nicole Shallow, & Kayla Ayers

Student Panel: A Discussion on Time management and Study Strategies for Supervisees

This panel comprised of students will lead a discussion about time management skills and study strategies that may be helpful for supervisees who are in the process of completing their BCaBA or BCBA hours, and/or who are preparing to write the BCBA exam. The members of the panel will offer time management and study skill strategies that have worked well for them as they accrue their BCBA experience hours. The discussion will be interactive in nature and questions and/or suggestions from the audience are encouraged.

Room 209 | Mini-Seminar CEUs

Nicole Shallow & Hilary McClinton

Treatment of Sleep Problems using Applied Behavior Analysis

The presentation will focus on the treatment of sleep problems through a behavior analytic lens, specifically working with autism and other developmental disabilities. We will describe how to conceptualize sleep within the three-term contingency. We will then discuss typical sleep and why it is important to address sleep problems, with some take aways for healthy sleep hygiene for both kids and adults. Through case studies, the presentation will then focus on common sleep problems and how they may improve through the application of behavior analysis, from assessment to follow-up.

Cost:

Members: \$70

Non-Members: \$100

Student Members: \$34.99

CEU Package: \$25

**Bursaries available to eligible members. See website for details.*

Live-streaming unavailable for Day 3 events.

2020 BC-ABA Conference Schedule Summary

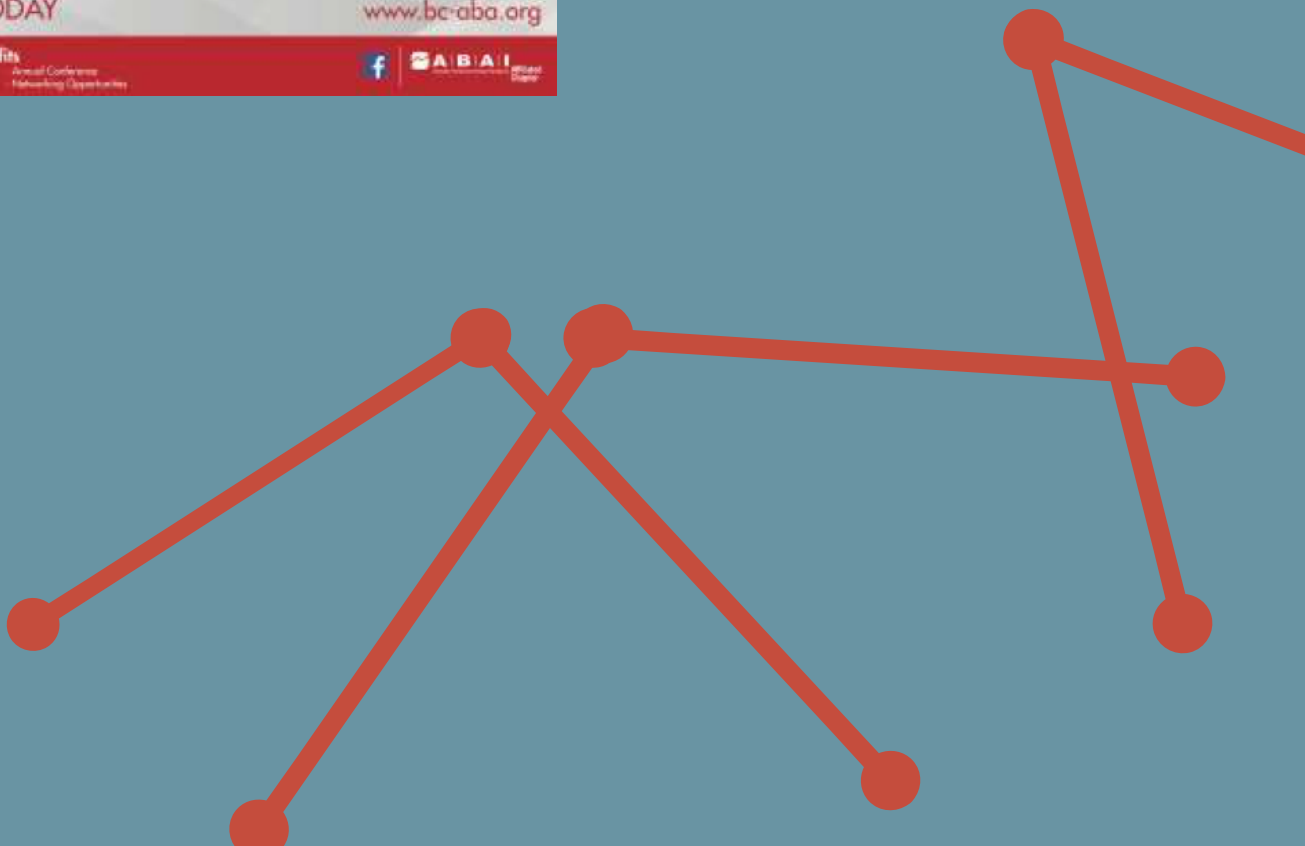
Saturday, March 7th, 2020

8:00 – 8:50	REGISTRATION FOR THE CONFERENCE, Jack Poole Hall, Robert H. Lee Alumni Centre
9:00 – 10:30	EIBI, ASD and the Forward March of Behavior Analysis Patrick C. Friman, Ph.D., ABPP Jack Poole Hall, Robert H. Lee Alumni Centre Learning CEUs
10:30 – 11:15	BC-ABA Annual General Meeting (Jack Poole Hall, Robert H. Lee Alumni Centre)
11:15-12:30	POSTER SESSION – Scarfe Foyer LUNCH: Included with Online Registration

	Room 204	Room 206	Room 207	Room 208	Room 209
12:30-2:00 Session 1	Mini-Seminar CEUs The Various Functional Currencies of Reinforcement Katie Allen	Panel Discussion CEUs N/A Collaborative and Culturally Relevant Support for Indigenous Children and Families Jenn Ashlee & Maria Turner Sample	Mini-Seminar CEUs Introduction to Functional Mastery: Lessons from the World of Academic Instruction Judy Bui & Donny Newsome	Traditional Papers CEUs Obtaining Parent Buy-in Regarding Food Refusal Behaviour in PBS Plan Sobia Kashani & Heidi St.Pierre Experimental Analysis of Competency-Based Technician Training in Public Schools Preetinder Narang	Ethics CEUs Ethical Gender Inclusive Practices within Applied Behaviour Analytic Services Landa Fox, Katrina McGee, & Kingsley Strudwick
2:15- 3:45 Session 2	Mini-Seminar Ethics CEUs Building a Better Contract: The Professional and Ethical Compliance Code Richard Stock & Pat Mirenda	Tradition Papers CEUs Coding and Communicating: Inclusive Robotics to Children with ASD Victoria Knight, Thea Brain, & Daniela Marco Teaching Basic Coding to Adults with Autism: A Multidisciplinary Approach Doireann O'Brien, Dr Kenneth Conroy, & Karin Terado	Mini-Seminar CEUs Identifying and Supporting Trauma in Complex Cases of ASD Alexia Stack, Bobbi Hoadley, & Andrea Schneider	Student Panel Discussion A Discussion on Time Management and Study Strategies for Supervisees Jessica Grewal, Nicole Shallow, & Kayla Ayers	Mini-Seminar CEUs Treatment of Sleep Problems using Applied Behavior Analysis Nicole Shallow & Hilary McClinton

Special Thanks!

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



Registration Information

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Registration for the 12th 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 Mar 1, 2020. 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.

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 conference committee at: conference@bc-aba.org