

13TH ANNUAL

BC-ABA CONFERENCE

British Columbia Association for Behaviour Analysis



LIVE KEYNOTE: FRIDAY, APRIL 30TH 2021

ON DEMAND MINI-SEMINARS, TRADITIONAL PAPERS
& PANEL DISCUSSION: AVAILABLE APRIL 15, 2021



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

BC-ABA 13TH ANNUAL CONFERENCE 2021



Schedule Details

LIVE EVENTS

Keynote- 3 CEUs (1.5 Ethics CEU & 1.5 Learning CEU)

Keynote events will be held live on April 30th, and will be live-streaming only. These events will not be recorded and will not be available to view afterwards.

8:45 am - 9:00 am	CEU check-in
9:00 am - 10:30 am	Dr. Bridget Taylor
10:30 am - 10:45 am	Break
10:45 am - 11:15 am	BC-ABA Annual General Meeting
11:15 am - 11:30 am	Break
11:30 am - 1:00 pm	Dr. Nirbhay Singh
1:00 pm - 1:10 pm	CEU check-out

ON DEMAND EVENTS

Traditional Papers, Mini-Seminars, & Panel Discussion

Presentations will be available on demand from April 15 - May 15, 2021.

Access is included with your registration, and viewing will be available through our website at bc-aba.org

Cost

Members: \$70

Student Members: \$34.99

CEU Package: \$35

Registration will be non-refundable and non-transferable.

All student presenters will receive a free registration code.

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LIVE EVENTS

KEYNOTE PRESENTATIONS WILL NOT BE RECORDED

Friday, April 30 2021, 9:00 am - 1:00 pm

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KEYNOTE SPEAKER

Friday, April 30, 9:00am-10:30am



BRIDGET TAYLOR, PSYD, BCBA-D

Alpine Learning Group

Dr. Bridget A. Taylor is co-founder and CEO of Alpine Learning Group and is Senior Clinical Advisor for Rethink. Dr. Taylor has specialized in the education and treatment of children with autism for over 30 years. She holds a Doctor of Psychology from Rutgers University, and received her Master's degree in Early Childhood Special Education from Columbia University. She is a Board Certified Behavior Analyst and a Licensed Psychologist. She is currently President of the Behavior Analyst Certification Board and serves on the Autism Advisory Group for the Cambridge Center for Behavioral Studies. Active in the autism research community, Dr. Taylor has published numerous peer reviewed articles and book chapters on effective interventions for autism. She is an international presenter and serves in an advisory capacity for autism education and treatment programs both locally and abroad. Dr. Taylor was recently recognized by the Association for Applied Behavior Analysis International for her outstanding contributions and was given ABAI's Fellow designation

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KEYNOTE SPEAKER

Friday, April 30, 9:00am-10:30am

BRIDGET TAYLOR, PSYD, BCBA-D

Alpine Learning Group

Training and treating wholeheartedly: Identifying a role for compassion practices in the profession of behavior analysis

Presentation Description

Within certain areas of healthcare, it has been documented that treating patients with compassion and empathy can have important benefits, such as increasing patient satisfaction, enhancing adherence to treatment, and improving clinical outcomes (Kirby et al., 2017). The field of behavior analysis has only recently begun to identify compassion practices which might have applications in our work. Taylor, LeBlanc and Nosik (2019) for example, proposed that clinical outcomes of clients may be enhanced by improving relationships with their caregivers. This presentation reviews survey data documenting parent perception of compassionate care by behavior analysts, as well as behavior analysts' impressions of training in this area (Leblanc, Taylor, & Marchese, 2019). Behavioral responses that may comprise compassionate care will be presented along with considerations for how compassionate care of our clients and ourselves can enhance our work as behavior analysts, and potentially improve clinical outcomes.

Learning Objectives

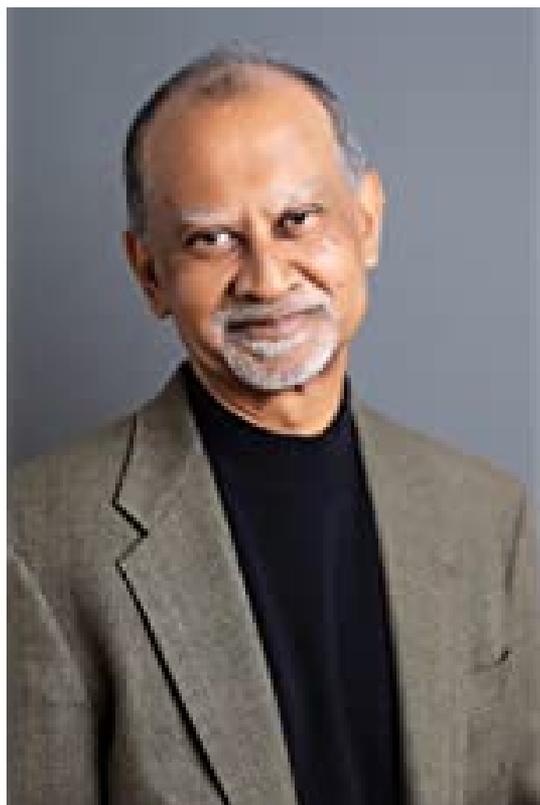
- Identify current behavioral conceptualization of empathy and perspective taking.
- Identify responses that are potential barriers to relationship building.
- Name variables identified in the Taylor et al., (2018) study that parents identified as potential challenges to relationship building.
- Identify practical strategies that can positively impact relationships with caregivers.

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KEYNOTE SPEAKER

Friday, April 30, 11:30am-1:00pm



NIRBHAY N. SINGH PHD, BCBA-D

Medical College of Georgia, Augusta University

Nirb Singh is a Clinical Professor of Psychiatry and Health Behavior at the Medical College of Georgia, Augusta University, GA. and CEO of MacTavish Behavioral Health, LLC in Raleigh, NC. He is a Fellow of both the American Psychological Association and the American Psychological Society. He has published 21 books and over 650 articles and book chapters. He is the editor-in-chief of three journals—Mindfulness, Advances in Neurodevelopmental

Disorders, and the Journal of Child and Family Studies, and three book series. He has broad research interests that include mindfulness-based interventions, and assistive technology for people with severe/profound intellectual and multiple disabilities, Alzheimer's disease, post-coma in minimally conscious state, and others with neurodegenerative diseases. He is the developer of several mindfulness-based interventions, including Mindfulness-Based Positive Behavior Support (MBPBS).

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KEYNOTE SPEAKER

Friday, April 30, 11:30am-1:00pm

NIRBHAY N. SINGH PHD, BCBA-D

Medical College of Georgia, Augusta University

Mindfulness: A Primer for Behavior Analysts

Presentation Description

Virtually from conception, we are behaviorally conditioned and when the conditioning malfunctions, challenging behaviors arise that need reconditioning. This is where we, as behavior analysts, come into our own. We perform a functional analysis, find out what motivates the challenging behavior, develop behavioral strategies to reduce or eliminate the challenging behavior, and strengthen functionally equivalent and socially valued replacement behaviors. Mindfulness is an ancient concept, about 2600 years old, that focuses on training the mind. Its purpose is to ultimately return to our unconditioned state, such that we know the true nature of self and reality. In behavioral terms, mindfulness deals with private events that occur under the skin. This presentation provides a primer on mindfulness that can be useful in pushing the practice boundaries of behavior analysts in helping clients across the neurodiversity continuum. Behavior analysts are in a unique position to use mindfulness-based programs because their training in behavioral observation and skill acquisition techniques are foundational to mindfulness. The presentation will include data-based examples of the use of mindfulness-based interventions in intellectual and developmental disabilities.

Learning Objectives

- Participants will be able to state the mindfulness-behavioral theoretical perspective of one mindfulness-based program
- Participants will be able to describe and use an informal mindfulness-based practice
- Participants will be able to describe mindfulness of breath meditation and state its behavioral effects in daily life

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ON DEMAND EVENTS

**ACCESS IS INCLUDED WITH YOUR REGISTRATION
VIEWING WILL BE AVAILABLE THROUGH OUR
WEBSITE AT BC-ABA.ORG**

April 15, 2021 - May 15, 2021

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MINI-SEMINAR

Available April 15 – May 15 2021, 11:59pm



REBECCA MOLLY, DSW, M.P.ED, BCBA

Behaviour Analyst and Sexual Health Educator

SHERRY NASSRIN, M.ED, BCBA

Behaviour Analyst and Sexual Health Educator



Let's Talk About Sex: Building Capacity Amongst Caregivers and Parents
(1.5 CEUs)

Sexuality is an important component of a person's quality of life. Research however shows that parents/caregivers are often uncomfortable and uncertain about how to support individuals with diverse needs around sexuality. These barriers may leave the individuals no opportunity to understand, learn or explore their own sexuality often increasing their vulnerability in the community. Drawing from research evidence and BACB ethical code we will highlight the importance of building parent/caregiver capacity by focusing on evidence-based strategies to break down barriers and equip caregivers/parents with necessary tools to support individuals around sexual health and relationships.



LANDA FOX, MA, BCBA

Positive Connections, Behaviour Consultant & Certified Sexual Health Educator

A Right to Pleasure: Access to Sex Toys for All (1.5 CEUs)

Many international organizations (e.g., United Nations) have designated sexual health and wellness a fundamental human right. As professionals supporting neurodiverse and disabled people, what are we doing to support this right and help address associated barriers? One way to help address this is the use of sex toys/personal pleasure products. This presentation will explore the areas of functional assessment of need, considerations in recommending the use of sex toys, relevant behaviour analysis principles, and how this can and should be framed as an ethical issue. Case examples will be used to provide illustration and discussion.

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MINI-SEMINAR

Available April 15 - May 15 2021, 11:59pm



PREETINDER NARANG, M.ED., BCBA
District Behaviour Analyst, Surrey School District

RYAN BRANDLMAYR, M.A., BCBA
Intensive Intervention Programme, George Greenaway Elementary

TINA GUNN, MED, BCBA
District Behaviour Analyst, Surrey School District



Implementing PFA-SBT in a Public School Setting (2 CEUs)

Practical Functional Assessment and Skill-Based Treatment is an approach designed to assess and reduce/eliminate severe challenging behaviours and associated non-dangerous behaviours by teaching:

- (a) functional communication,
- (b) toleration to denial, and
- (c) contextually appropriate behaviours.



This mini-seminar will outline the procedures used by Surrey School District to select implementation sites and participating students; train Implementation Coaches and frontline staff; and document student progress and meaningful outcomes. Finally, two case studies will be presented to illustrate how the PFA-SBT process can look in a public-school setting, along with recommendations for overcoming barriers to implementation in complex classroom environments.



MICHAEL CONTEH, M.ED., BCBA
Autism Coaching and Consulting
Personal Health, Team-Building, and Effective Management During Challenging Time (1.5 CEUs)

With the world rapidly changing due to technology and Covid, it's vital for all ABA Executive and Managers to have tools to improve their personal development. Managers need to work seamlessly with employees near and those that work from home to keep team working as efficient as possible

- Tool 1 - Your personal wellness is the energy needed to succeed
- Tool 2 - Must have a system of organization
- Tool 3 - Grow your team instead of hoarding power
- Tool 4 - Crucial conversations

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MINI-SEMINAR

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PAT MIRENDA, PH.D., BCBA-D

University of British Columbia

KATIE RINALD, PH.D. CANDIDATE, BCBA

Arizona State University

Toilet Training 201: Advanced Tips and Tricks (1.5 CEUs)

Most behavior analysts are familiar with both rapid and less intensive strategies for basic toilet training (e.g., Azrin & Foxx, 1974; Cocchiola et al., 2012). However, specific challenges may rise that prevent or delay training success. In this miniseminar, we will use case studies to go “beyond the basics” to address some of the most common challenges, even for experienced trainers. These include, “what should I do about a learner who will only poop in a diaper?” and “nothing is reinforcing to this child!” Participants should be familiar with basic toilet training methods, as they will not be covered.



KATHRYN THEROUX, M.S. BCBA, RCC

East Van Behavior Analysis LTD

LEAH MUMFORD, M.ED., BCBA

Semiahmoo Behavior Analysts Inc

Do This, Not This: the Truth about Feedback (1.5 Ethics CEUs)

Behavior analysts have an ethical obligation to tell the truth, even when it's unpleasant. However, soft skills like delivering difficult information are not taught in graduate programs, and opportunities to learn them present inconsistently in supervised experiences. When we are taught techniques, these methods of delivering feedback may not be evidence-based. Although some behavior analysts dislike the term, and others disagree on its function, research shows that both positive and corrective feedback are necessary for learning difficult tasks. This presentation will discuss the research behind feedback and models for presenting it effectively.



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TRADITIONAL PAPER 1 & 2

1.5 CEUs

Available April 15 – May 15 2021, 11:59pm



HAYLEY NEIMY, PH.D., BCBA-D

Endicott College & Shabani Institute

Increasing Vocalizations & Echoics in Infants At-Risk of ASD

Infants often display behavioral indicators that make them “at-risk” for a formal ASD diagnosis later in childhood, particularly deficits in communication. As such, early ABA interventions that promote vocalizations in infants at-risk of ASD become of utmost importance. The purpose of this presentation is three-fold. First, the early markers of infants at-risk of ASD will be discussed. Second, a brief review of early language development from a behavior-analytic perspective will be provided. Lastly, the results of a replication and extension study comparing parent-delivered social reinforcers on the vocalizations and echoic repertoires of three infants at-risk of ASD will be shared.



BREANNA ANAKA, BA

Arizona State University

EDITH MA, BA

Endicott College

Joint Attention and Social Communication: A Systematic Literature Review

Children with autism spectrum disorders often display impairments in social communication skills such as atypical use of gestures, inconsistent eye contact and deficits in joint attention. A systematic literature review spanning the previous 5 years was conducted in order to provide an updated review of the most recent interventions focused on teaching and eliciting social communication and joint attention behaviours in autistic children six years of age or younger. 74 articles were coded for inclusion/exclusion criteria resulting in 20 articles included in the final review. Results will be categorized by efficacy and type of interventions used to target social communication.



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TRADITIONAL PAPER 3 & 4

1.5 CEUs

Available April 15 – May 15 2021, 11:59pm



JENNIFER L. COOK, M.S., BCBA

University of South Florida

Teaching Sustained Mask Wearing to Children with ASD

With the onset of the COVID-19 pandemic, caregivers and teachers have faced the unique challenge of quickly teaching children with ASD to tolerate face masks to attend therapy, school, and other community spaces. We used a DRO procedure within a changing criterion design consisting of no-mask breaks and tangible reinforcers to teach four children with ASD of varying abilities to cooperate with wearing face masks. Additionally, we used Telehealth and the aid of a Spanish-language interpreter for one child. Results demonstrate that systematic fading of latency criteria across trials was successful for all participants.



SERINA ANDO, M.A. BCBA

University of British Columbia

JOSEPH LUCYSHYN, PH.D., BCBA-D

The University of British Columbia

Family Centred Positive Behaviour Support Delivered by Telepractice

Children diagnosed with autism often engage in problem behaviour, negatively impacting the family's quality of life. To improve accessibility of services from qualified professionals, provision of parent training via telepractice may be warranted. In this study, a Japanese mother of a child with autism was taught to implement a behaviour support plan via telepractice to improve her son's morning routine to get ready for school. This session will review the results of the study regarding the effectiveness of the family-centred positive behaviour support delivered via telepractice and discuss insights to provide services for families of diverse cultural backgrounds.

Co-author: Ishu Ishiyama, PH.D., Yoko Masuda, M.Ed.

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TRADITIONAL PAPER 5 & 6

1.5 CEUs

Available April 15 – May 15 2021, 11:59pm



AMY HAYASHI, BFA, BCaBA

Happy Oak Behavioural Consulting

ELYSSA MCKEE, M.ED, BCBA

Clinical Director, Happy Oak Behavioural Consulting



“Happy Hour:” Increasing Sibling Social Skills and Sociodramatic Play

This presentation examines the notable results and video clips of a home-based program for twin boys (aged 5, one diagnosed with ASD) to increase independent play skills with each other. During the program, titled “Happy Hour” the Behaviour Interventionist facilitates play and reinforces specific target behaviour in the realm of sibling social/play skills. After 2.5 months, both boys achieved independence with their goals. In addition, video modelling, task analyses, carefully selected prompts and prompt fading were utilized to successfully increase independent and functional sibling sociodramatic play. The presentation will show before/after videos to demonstrate the vast improvement in play skills.



SARAH TANVEER, BA

Happy Oak Behavioural Consulting

ELYSSA MCKEE, M.ED, BCBA

Clinical Director, Happy Oak Behavioural Consulting

Reducing Dangerous Mouthing Behaviors using DRA, FCT, and Overcorrection Strategies.



This session will focus on a case study exemplifying the use of a DRA/FCT procedure, combined with response blocking and over-correction, for the purpose of reducing mouthing and swallowing of inedible objects by a 6-year-old child diagnosed with ASD. A functional analysis (FA) determined mouthing behaviours were maintained by escape and attention. We will be reviewing videos, discussing the results of the FA and the behavioural strategies as well as tactics used, including preventative (visual schedules and mand training) and consequent strategies (reinforcement and punishment). Results indicate a reduction in challenging behavior in two weeks.

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TRADITIONAL PAPER 7

Available April 15 - May 15 2021, 11:59pm



SWANNA TSOI, M.ED

Hans Creative Company INC.

BETHANY SCHILLING, M.ED, BCBA

Hans Creative Company INC.



Navigating Telehealth Services Through Building Alliances and Compassionate Care (1 CEU)

The transition to Telehealth services in response to the global pandemic has brought many families with children with ASD tremendous levels of stress, anxiety, depression, and so forth. There is growing evidence that show compassionate care in ABA and building therapeutic relationships can lead to more effective partnerships with families, increased parental involvement and engagement in treatments, and improved clinical outcomes. This presentation will explore a growing base of evidence and various processes for establishing therapeutic relationships with families and how a compassionate care approach demonstrated by service providers may have positive outcomes for both families and children.

PANEL DISCUSSION

Available April 15 - May 15 2021, 11:59pm

BC-ABA STUDENT ALLIANCE

ACT for Interns and New BCBA's (2 CEUs)

Student Panel Discussion: Will be led by the BC-ABA Student Alliance Council members on how Acceptance and Commitment Therapy (ACT) can aid the academic, supervision, exam completion and new BCBA stages of a career in ABA. The panelists are local BCBA's who have a regular focus on ACT in their supervision and daily practices.

These include: Kathryn Theroux, MSc, BCBA, RCC, Nate Searle, MSc, BCBA and Bobbi Hoadley, MEd, BCBA, RCC.