



BC-ABA 16TH ANNUAL CONFERENCE

March 1st and 2nd 2024

VIRTUAL KEYNOTE SPEAKERS

IN-PERSON PRESENTATIONS WITH INVITED

SPEAKERS AND 2 MINI-SEMINARS

LIVE-STREAMED

BC-ABA 16TH ANNUAL CONFERENCE 2024



Schedule Details

VIRTUAL KEYNOTES, March 1

Keynote events will be recorded and available for viewing for two weeks after the conference.

- 11:45 am – 12:00 pm CEU check-in (Zoom link)
- 12:00 pm – 1:30 pm Dr. Evelyn Gould (1.5 Learning CEUs)
- Thriving in the Face of Adversity: An ACT and Psychological Flexibility Approach to Maximizing Client Outcomes in ABA*
- 1:30 pm – 3:00 pm Dr. Shahla Ala'i-Rosales (1.5 Supervision CEUs)
- Cooking Metaphors from an Old Chef: Supervision & Expertise in Applied Behavior Analysis*
- 3:00 pm – 3:15 pm CEU check-out

LIVESTREAM AND IN-PERSON SESSIONS, March 2

Invited Speakers, Mini-Seminars and Panel Discussions

- 8:00 am – 8:50 am Registration
- 9:00 am – 4:15 pm Conference program (details in this document)

No Recordings will be available for live-streamed portions of this day.

Registration Fees

	BC-ABA Members	Non-members	Students and Affiliate Members
March 1	\$50(+ \$15 for CEUs)	\$90 (+ \$15 for CEUs)	\$40 (+ \$15 for CEUs)
March 2:	\$75 (+ \$35 for CEUs)	\$145 (+ \$35 for CEUs)	\$40 (+ \$35 for CEUs)
Both days:	\$110 (+ \$45 for CEUs)	\$170 (+ \$45 for CEUs)	\$60 (+ \$45 for CEUs)

BC-ABA 16th Annual Conference

MARCH 01: DAY AT A GLANCE

Time	Zoom
12:00-1:30 pm	<p><i>Introductory Remarks: 5 mins</i> <i>Keynote Speaker: Dr. Evelyn Gould</i> Thriving in the face of adversity: An ACT and Psychological Flexibility Approach to Maximizing Client Outcomes in ABA Zoom 1.5 Learning CEUs</p>
1:30 – 1:35 pm	<p><i>Break and Introductory Remarks</i></p>
1:35-3:05 pm	<p><i>Keynote Speaker: Dr. Shalah Ala'i-Rosales</i> Cooking Metaphors from an Old Chef: Supervision & Expertise in Applied Behavior Analysis Zoom 1.5 Supervision CEUs</p>

THESE ARE VIRTUAL EVENTS

KEYNOTE PRESENTATIONS WILL BE RECORDED AND AVAILABLE FOR 2 WEEKS AFTER THE CONFERENCE

KEYNOTE SPEAKER

Friday, March 1, 12:00 pm – 1:30 pm



EVELYN GOULD (they/she)

NEW ENGLAND CENTRE FOR OCD AND ANXIETY/PRIVATE PRACTICE

Dr. Gould is a Clinical Behavior Analyst and Licensed Psychologist (PSY#31701) in private practice and at the New England Center for OCD and Anxiety. Originally from Belfast in Northern Ireland, they currently reside with their partner and three cats in Los Angeles, CA. They are involved in a wide variety of clinical, training and research activities around the globe, and are committed to the dissemination of evidence-based practices and contextual behavioral science. They are a member of the queer community and their work reflects personal and professional values of authenticity, compassion, social justice, and cultural humility. They strive to support and create affirmative and empowering spaces for marginalized young people and their families. They are a fellow of the Association for Contextual Behavioral Science and a member of the board of directors for OCD Southern California, an affiliate group of the International OCD Foundation.

Evelyn Gould, Ph.D, BCBA-D

NEW ENGLAND CENTRE FOR OCD AND ANXIETY/PRIVATE PRACTICE

***Thriving in the Face of Adversity: An ACT and Psychological Flexibility
Approach to Maximizing Client Outcomes in ABA***

(1.5 Learning CEUs)

Presentation Description

From a behavior analytic perspective, psychological well-being and resilience involves flexibly interacting with our experiences in context-sensitive ways that connect us with meaning and purpose, even in adverse contexts (Ming et al., 2023). This highly adaptive repertoire can be referred to as psychological flexibility, where “psychological” refers to language repertoires, including derived relational responding and rule-governed behavior. Psychological flexibility is the primary target of contextual behavioral treatment approaches, such as Acceptance and Commitment Therapy (ACT; Hayes et al., 2011) and can be considered a critical socially valid outcome and guiding principle for all that we do as behavior analysts. Indeed, psychological inflexibility likely plays a key role in many of the difficulties humans encounter (e.g., Kashdan & Rottenberg, 2010; Levin et al., 2014). Dr. Gould will invite participants to explore the benefits of adopting an ACT (i.e., psychological flexibility) lens to their work with neurodiverse and autistic youth (and their families) might enhance their ability to support meaningful an impactful behavior change. At the heart of this approach is the establishment of an affirmative collaborative therapeutic space where clients and practitioners can go beyond their comfort-zone and explore new, more effective ways of navigating life’s challenges. Participants will be invited to ‘try on’ this perspective and consider what an ACT lens might bring to their own practice context.

Learning Objectives

Participants will be able to:

1. Discuss ACT as a language-based approach for promoting psychological flexibility;
2. Define psychological flexibility from a behavior analytic perspective;
3. Discuss the key benefits of adopting a psychological flexibility (i.e., ACT) lens when working with Neurodiverse and Autistic youth and their families; and
4. Identify at least two ways in which your own practice supports or hinders flexibility (in yourself and others)

KEYNOTE SPEAKER

Friday, March 1, 1:35 pm-3:05 pm



SHAHLA ALA'I-ROSALES (she/her)

UNIVERSITY OF NORTH TEXAS

Dr. Shahla Ala'i-Rosales is a Professor the Department of Behavior Analysis at the University of North Texas. She has taught courses in Texas, Europe and the Middle East on a variety of topics, including ethics, early autism intervention, parent training, behavioral systems, applied research methods, technology transfer, behavior change techniques, and cultural diversity. Dr. Ala'i-Rosales has published and presented research on social justice, ethics in early intervention, play and social skills, family harmony, and supervision and mentoring. She has more than four decades of experience working with families and has trained hundreds of behavior analysts. She has received awards for her teaching (SGA 'Fessor\Graham Award), her work with families (Onassis Scholar Award), and for her sustained contributions (UNT Community Engagement Award, TXABA Career Contributions Award, and the GSU Lutzker Distinguished Lecturer). She was a member of the Behavior Analysis Certification Board, the ABAI Practice Board, the ABAI DEI Board and an Associate Editor for Behavior Analysis in Practice and is co-author of *Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor* (LeBlanc, Sellers, & Ala'i, 2020) and *Responsible and Responsive Parenting in Autism: Between Now and Dreams* (Ala'i-Rosales & Heinkel-Wolfe, 2022).

KEYNOTE SPEAKER

Friday, March 1, 1:35 pm – 3:05 pm

Shahla Ala'i-Rosales, Ph.D, BCBA-D, CPBA-AP

UNIVERSITY OF NORTH TEXAS

Cooking Metaphors from an Old Chef: Supervision & Expertise in Applied Behavior Analysis

(1.5 Supervision CEUS)

Presentation Description

As supervisors in behavior analysis, our overall goal is to contribute to healthy, caring, and expansive conditions for individuals and groups within our intervention systems. The purpose of this presentation is to highlight and discuss three areas that may positively influence our attainment of this goal: 1) understanding and developing expertise; 2) developing a humble posture of ongoing learning; and 3) focusing on communal and reflective practices and how they relate to relationship development, shared purpose, and postures of learning. Expertise in most fields requires sophisticated application of principles and techniques, contextual assessment and decision making, problem-solving skills, reflective practices, and reinforcers related to excellence. Our field and the world are undergoing dramatic, and sometimes confusing, changes. How we continue to learn and dynamically respond to need, and purpose is an important component of developing meaningful expertise. Responsiveness requires articulation of shared purpose and building relationships with one another that nurture continued growth, safety, and valued outcomes. The presentation will include rationales, descriptions, measurement considerations, and practical suggestions to further our collective leadership efforts.

Learning Objectives

Participants will be able to:

1. Describe levels of expertise and how they relate to learning and relationship development.
2. Describe the features of a humble posture of learning and how this relates to expertise and relationship development; and
3. Describe communal and reflective practices and how they relate to relationship development, shared purpose, and postures of learning.

BC-ABA 16th Annual Conference

MARCH 02: DAY AT A GLANCE

8:00am-8:50am	REGISTRATION FOR THE CONFERENCE, Scarfe Lobby			
9:00am-10:30am	<p><i>Introductory Remarks: 10-15 mins</i> <i>Invited Speaker: Maria Sample and Chelsey Chichak</i> AAC and ABA: Finding a Common Language to Support Access to Language for All Scarfe 100 1.5 Learning CEUs</p>			
10:30am-12:00pm	<p><i>Invited Speaker: Jennifer Ashlee</i> Decolonizing Your Clinical Practice: Bringing Heart & Healing into ABA Scarfe 100 1.5 Ethics CEUs</p>			
12:00pm-12:45pm	<p>LUNCH Material Swap – Scarfe Foyer</p>			
12:45pm-4:15pm	BREAK OUT SESSIONS, Scarfe 2nd Floor			
Location	Room 100 LIVESTREAM	Room 207	Room 208	Room 209
12:45pm-2:25pm Session 1	<p>Mini-Seminar 2 Supervision CEUs</p> <p>The ACT Model of Supervision</p> <p>Kathryn Theroux</p>	<p>Mini-Seminar 2 Learning CEUs</p> <p>Functional Assessment of Behavior for individuals with Acquired Brain Injury</p> <p>Katie Allen</p>	<p>Mini-Seminar 2 Learning CEUs</p> <p>Building Rapport and Shaping Engagement with Avoidant Youth</p> <p>Jillian Newman</p>	<p>Panel Discussion 2 Supervision CEUs</p> <p>Supervision in Schools: Practical Ways to Model Compassionate Care</p> <p>Leah Mumford Tyla Frewing Tina Gunn Kelly Smith Sarah Pastrana</p>
2:35pm-4:15pm Session 2	<p>Mini-Seminar 2 Learning CEUs</p> <p>Assessment and Treatment of Pediatric Feeding Disorders</p> <p>Kimberley Zonneveld</p>	<p>Mini-Seminar 2 Learning CEUs</p> <p>Promoting Early Communication in Infants with Neurodiverse Siblings</p> <p>Hayley Neimy</p>	<p>Mini-Seminar 2 Learning CEUs</p> <p>Professional Employment Survey of Behaviour Analysis Practitioners in Canada</p> <p>Sarah Pastrana Tyla Frewing</p>	<p>Panel Discussion 2 Learning CEUs</p> <p>Queer Inclusive and Rights-Affirming Support – Advocate and Analyst Perspectives</p> <p>Sherry Nassrin Darren Frisk Landa Fox</p>

INVITED SPEAKERS

Saturday, March 2, 9:00 am - 10:30 am, Scarfe 100



MARIA SAMPLE (SHE/HER), MA, BCBA
UP EARLY INTERVENTION CLINIC

CHELSEY CHICHAK (SHE/HER), MS, R-SLP(C), CCC-SLP
MAINLAND SPEECH LANGUAGE PATHOLOGY, INC.

AAC and ABA: Finding a Common Language to Support Access to Language for All

(1.5 LEARNING CEUs)

Augmentative and Alternative Communication (AAC) refers to a diverse set of tools and strategies designed to support or replace verbal communication for individuals with limited speech or language abilities. For many with communication difficulties, AAC provides a likely avenue for access to a robust communication system. Many behaviour analysts are hesitant to implement AAC strategies with their clients due to a lack of familiarity with the research, lack of understanding of the process, caution due to the interpretation of some of our ethical codes, or an overgeneralization of behavioural principles. This can lead to inadvertently limiting access to communication for individuals with communication differences. In this presentation, we seek to demonstrate how the areas of expertise of speech-language pathologists and behaviour analysts can mutually complement each other to support young children learning to express themselves using AAC. We'll discuss some of the barriers to implementation that behaviour analysts may face, some of the shared strategies we may use but call something different, and review case examples from our clinic.

Learning Objectives

1. Identify existing evidence for the use of AAC;
2. Identify some considerations for selecting evidence-based practices with a multidisciplinary lens;
3. Identify ways in which AAC and ABA strategies share common ground; and
4. Identify common myths associated with AAC and how to combat them

INVITED SPEAKER

Saturday, March 2, 10:35 am – 12:05 pm, Scarfe 100



JEN ASHLEE (SHE/HER), M.ED., BCBA

RAVEN WINGED CONSULTING & ABLE DEVELOPMENTAL CLINIC

**Decolonizing Your Clinical Practice:
Bringing Heart and Healing into ABA**

(1.5 ETHICS CEUs)

The purpose of this presentation is to discuss the historical and theoretical origins of Applied Behaviour Analysis and how these fit at the intersections of psychology, politics, ancestry, and the well-being of the collective. We will discuss the way this impacts and presents itself in clinical practice and in relationships with clients. Strategies will be outlined to help attendees start to decolonize their clinical practice.

Learning Objectives

1. Identify multiple ways in which the field of ABA continues to be impacted by westernized colonial constructs.
2. Identify and discuss the ways the continued impacts are observable in the behaviours of clients, family and community members and society as a whole.
3. Discuss and identify strategies for attendees to start to decolonize their clinical practice.

Material Swap and LUNCH, 12:05pm-12:45pm

BREAKOUT SESSIONS

Saturday, March 2, 12:45pm – 2:25pm, Scarfe

MINI-SEMINAR, SCARFE 100 AND LIVESTREAM (2 Supervision CEUs)



The ACT Model of Supervision

Kathryn Theroux, MS, BCBA, RCC
East Van Behavior Analysis Ltd.
(she/her)

Wider inclusion of ACT interventions in ABA practice has increased the need for effective and experienced supervision.

This mini-seminar explores the Acceptance and Commitment Therapy (ACT) model of supervision, which uses mindfulness, compassion, functional assessment, and values clarification to support skill development in trainees. Experiential exercises led by the trainer support the supervisee to identify barriers to effective practice, such as unhelpful rules and negative reinforcement contingencies. Participants will discuss how the ACT core processes show up in supervision, several published models of ACT supervision, and how this model guides ABA graduate students towards certification and ACT implementation.

Learning Objectives:

1. Discuss how the ACT core processes emerge in supervision;
2. Describe several published models of ACT supervision, such as Morris's SHAPE framework and the ACT Matrix in supervision;
3. Identify how supporting psychological flexibility and use of ACT exercise enhances traditional ABA supervision of graduate students

MINI-SEMINAR, Room 207 (2 Learning CEUs)



Functional Assessment of Behavior for individuals with Acquired Brain Injury

Katie Allen, MS, BCBA

East Van Behavior Analysis Ltd
(they/them)

This presentation will delve into the pivotal role of functional assessments within the framework of Applied Behavior Analysis (ABA) for treating Acquired Brain Injury (ABI), highlighting the importance of functional relationships between behavior and its new context. We'll explore how a function-based algorithm can inform individualized interventions in both acquisition and reduction goals of treatment. Through case studies, participants will gain insights into leveraging functional assessment to identify behavior patterns, set intervention goals, and tailor ABA strategies to address cognitive, emotional, and social challenges in ABI rehabilitation.

Learning Objectives:

1. Participants will gain knowledge and be able to utilize a function-based algorithm to assess function of behaviour in a patient population with acquired brain injury.
2. Participants will gain a framework on how to implement ABA principles, and functional assessments within an interdisciplinary setting of ABI Rehabilitation.

MINI-SEMINAR, Room 208 (2 Learning CEUs)



Building Rapport and Shaping Engagement with Avoidant Youth

Jillian Newman, MEd, BCBA

(she/her)

Many practitioners obtained their initial ABA experience in early intervention. While ABA principles remain constant across demographics, their application differs when working with older learners. There is an increasing need for practitioners to support youth exhibiting extreme school, demand, and social avoidance, and associated unsafe behaviour. Building rapport is essential to gaining buy-in for intervention. Prioritizing their autonomy is both an ethical and logistical necessity. Navigating avoidant tendencies and responding to escape behaviour requires intentional planning from the outset of the therapeutic relationship. This session will operationalize engagement and will discuss motivating operations, shaping steps, antecedent and consequent strategies.

Learning Objectives:

1. Highlight the importance of the therapeutic relationship and additional factors to consider when working with youth and demand-avoidant individuals;
2. Understand how access to autonomy acts as an EO for engagement and an AO for escape behaviour;
3. Break down engagement into shaping steps and identify reinforcement and prompting strategies.

PANEL DISCUSSION, Room 209 (2 Supervision CEUs)



Supervision in Schools: Practical Ways to Model Compassionate Care

Leah Mumford, MEd, BCBA, Semiahmoo Behaviour Analysts, Inc. (SBAI)

Tyla Frewing, PhD, BCBA, SBAI and School District #42

Tina Gunn, MEd, BCBA, Surrey School District #36 and FTF Behavior Consulting

Kelly Smith, MSc, School District #36 and SBAI Sarah

Pastrana, PhD, BCBA, SBAI and UBC (she/her)

Consulting with schools requires a complex repertoire of skills that few graduate programs provide training for. Instead, most interns rely on supervision to gain these skills. The quality of training for interns, however, depends on the interpersonal and compassionate care skills of supervisors, which may vary depending on their own training and supervision experiences. In this panel discussion, attendees will learn from diverse perspectives on issues facing BCBA supervisors consulting with schools. The panel will share practical strategies to develop collaborative and compassionate relationships with school teams, with a focus on how to foster these skills in intern.

Learning Objectives:

1. Describe the importance of interpersonal skills in effective collaboration with schools;
2. Describe the role of compassionate care in school consultation;
3. Develop skills related to the supervision of interns consulting in a school setting

MINI-SEMINAR, Room 100 AND LIVESTREAM (2 Learning CEUs)



Assessment and Treatment of Pediatric Feeding Disorders

Kimberley Zonneveld, PhD, BCBA-D, Brock University
(she/her)

Feeding disorders range in severity from mild selectivity (e.g., picky eating) to complete refusal and can result in serious health ramifications, including weight loss, growth delays, and developmental delays. In this presentation, I will describe the heterogeneity of feeding disorders, how they are conceptualized from a behavior analytic perspective, and the ideal members of an interdisciplinary pediatric feeding disorders team. I will also describe common behavior analytic assessments and empirically supported behavior analytic feeding treatments. I will conclude by walking attendees through clinical cases from intake to the completion of the treatment evaluation.

Learning Objectives

1. Describe what feeding disorders are and how they are conceptualized from a behavior analytic perspective;
2. Describe the necessary members of an interdisciplinary team of professionals working on a pediatric feeding disorder team;
3. Describe behavior analytic treatments for pediatric feeding disorders

MINI-SEMINAR, Room 207 (2 Learning CEUs)



Promoting Early Communication in Infants with Neurodiverse Siblings

Hayley Neimy, PhD, BCBA-D, Hollyburn
Family Services
(she/her)

Our programmatic line of applied research has replicated and extended previous, evidence-based therapeutic paradigms that promote early vocalizations and communication repertoires in infants – particularly those infants with neurodiverse siblings (i.e., autism, intellectual delay, developmental disability). This presentation will: (1) overview the early behavioral markers and indicators observed among infants who may later receive a diagnosis, (2) briefly review language development from a behaviour-analytic perspective, (3) share historical through current, research and practice for establishing early social skills, like communication, among diverse infant populations, and (4) provide practitioners with therapeutic guidelines, recommendations, and considerations when supporting infants and their caregivers.

Learning Objectives

1. Attendees will describe the different early markers of infants who are at an increased likelihood of later receiving a diagnosis (e.g., autism) as a toddler, child, or adolescent;
2. Attendees will describe the different contingent reinforcement procedures for promoting early infant vocalizations.

MINI-SEMINAR, Room 208 (2 Learning CEUs)

Professional Employment Survey of Behaviour Analysis Practitioners in Canada



Sarah Pastrana, PhD, BCBA-D, Semiahmoo Behaviour Analysts, Inc. (SBAI) and UBC (she/her)

Tyla Frewing, PhD, BCBA, SBAI and School District #42

The number of certified behaviour analysts in Canada has increased notably in recent years. Although several surveys about the employment practices of behaviour analysis practitioners in the United States have been published, no such information is available about behaviour analysis practitioners in Canada. In this presentation, the results of a Canada-wide survey will be presented, including information about the areas of professional emphasis, employment status, income, and other employment practices of behaviour analysis practitioners in Canada. Potential implications for Canadian behaviour analysts, policy makers, students, and those considering a career in behaviour analysis will be discussed.

Learning Objectives

1. Identify common areas of professional emphasis and employment settings for behaviour analysts in Canada.
2. Describe three key findings of the survey project with respect to employment practices of behaviour analysis practitioners in Canada.
3. Identify potential avenues for the expansion of behaviour analytic practice in Canada.

PANEL DISCUSSION, Room 209 (2 Learning CEUs)



Queer Inclusive and Rights-Affirming Support: Advocate and Analyst Perspectives

Sherry Nassrin, MEd, BCBA, CSHE, Laurel Behaviour Support Services (she/her)

Darren Frisk, RBT, CSHE, Laurel Behaviour Support Services (he/him)

Landa Fox, MA, BCBA, CSHE, Positive Connections (she/her)

Alison Klein

Colin Darge

Behaviour analysts are ethically bound to undertake professional education related to cultural diversity, assess their own biases, and not engage in discrimination. With 4% of the Canadian population identifying as LGBTQIA+ (StatsCan, 2021) and increased intersecting identities in the autistic population (George & Stokes, 2018), it is vital that behaviour analysts understand how to provide queer-inclusive and rights-affirming support to their clients. This panel will explore the importance of this work to ensure clients are contacting reinforcement and not punishment and examine the contingencies operating on analyst behaviour. This will be facilitated by hearing from lived experience advocates and analysts.

Learning Objectives

1. Recognize one reinforcing contingency and one punishing contingency that may be operating on their behaviour of offering queer-affirming behaviour analytic support;
2. Contact lived experience examples and narratives towards building cultural competency and nondiscrimination practices in line with their ethical obligations;
3. Identify at least two antecedent or teaching strategies they can use to build a queer-inclusive and rights-affirming practice



The British Columbia Association for Behaviour Analysis (BC-ABA) is deeply grateful and truly humbled by the sponsorship we have already received for our annual conference. It is with your support that we are able to dedicate resources, provide advocacy, and offer opportunities for learning and engagement for our community of behavior analytic practitioners.

On the pages that follow, we recognize the current sponsors of BC-ABA's 16th Annual Conference.

To find out more about 2024 sponsorship, contact treasurer@bc-aba.org

Platinum Level Sponsorship



FIVE Behaviour & Education Services is proud to be a Platinum Level Sponsor of this year's BC-ABA Conference! FIVE is the largest ABA service provider on Southern Vancouver Island, serving more than 330 families. In addition, we are pleased to support the Heiltsuk Nation in Bella Bella, British Columbia. Sixteen years ago, our Clinical Director, Dr. Elizabeth Sparling, was the founder and first president of BC-ABA; because of this, our sponsorship feels even more special. We are dedicated to continuing to support BC-ABA's long-term goal of becoming part of the College of Psychologists as we believe this will offer more opportunity for BC families to get needed services. Lastly, we believe that by working in partnership with families and community agencies, we can build a resilient, supportive community for neurodiverse individuals and their incredibly awesome families.

Gold Level Sponsorship

ACT – Autism Community Training



Description pending

Your logo and description could be here!

Silver Level Sponsorship



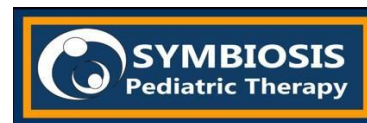
posAbilities -- Laurel Behaviour Support Services provides behaviour consultation to children, youth, and adults diagnosed with autism and/or intellectual disability. Through the framework of Positive Behaviour Support, we offer services across Metro Vancouver, Fraser Valley, the Sunshine Coast, North and South Okanagan, and many communities on Vancouver Island. Our certified clinicians also offer workshops on a range of topics: the evidence-based Triple P® positive parenting program; PEERS® social skills training for Teens and Young Adults; and Link! – Safety, Relationships and Sexuality – sexual health education. For more information, visit www.laurel.ca



Pivot Point is a social service agency for children and adults with diverse abilities throughout British Columbia. Our services reach families across all major regions of the province, encompassing vital areas such as ABA interventions for infants, children, teens, and adults, along with Educational Services, Transition Planning Services, Mental Health Services, and Complex Care Services. Whether in-person or online, our one-to-one and group services cater to diverse needs. Pivot Point's BCBA's not only deliver training and intervention services to partner agencies but also oversee global contracts. We are currently looking for Behaviour Consultants in Prince George and Vancouver Island. Visit us at www.pivotpoint.ca.



Description pending



Description pending



Description pending

Your logo and description could be here!

Your logo and description could be here!

Your logo and description could be here!

Bronze Level Sponsorship

- Down Syndrome Resource Foundation
- UBC-Centre for Interdisciplinary Research and Collaboration in Autism
- The Journey Behavioral Consultation, Ltd.
- Family Centred Practices Group
- Autism Support Network

**Down
Syndrome**
Resource Foundation



CENTRE FOR INTERDISCIPLINARY RESEARCH
AND COLLABORATION IN AUTISM



Your logo could be here!

— BC
— ABA
—