



British Columbia Association for Behavior Analysis

17TH ANNUAL BC-ABA CONFERENCE

March 7 & 8, 2025

Day 1: Virtual Keynote
Speakers

Day 2: Invited Speaker, In
Person presentations,
President Update

www.bc-aba.org

Schedule Details

VIRTUAL KEYNOTES, March 7

Keynote events will be recorded and available for viewing for two weeks after the conference. **NOTE THAT ALL TIMES ARE PST.**

1:30 pm - 3:00 pm	Worner Leland (1.5 Learning CEUs) <i>Authentic Assent and Co-Creating Space to Minimize Masking</i>
3:00 pm - 3:10 pm	BREAK
3:10 pm - 4:25 pm	Dr. Jonathan Tarbox (1.5 Ethics CEUs) <i>Is It a Fad or Is it the Future? A Historical Discussion on Recent New Directions in Applied Behavior Analysis</i>

LIVESTREAM AND IN-PERSON SESSIONS, March 8 (NOTE THAT ALL TIMES ARE PST.)

Invited Speakers, Mini-Seminars and Panel Discussions

- 8:00 am – 8:55 am Registration and Coffee
- 9:00 am – 4:15 pm Conference program (details in this document)

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

2025 Registration Fees

	BC-ABA Members	Non-members	Students and Affiliate Members
March 7 only	\$50 (+\$15 for CEUs)	\$90 (+\$15 for CEUs)	\$40 (+\$15 for CEUs)
March 8 only	\$75 (+\$27.50 for CEUs)	\$145 (+\$27.50 for CEUs)	\$40 (+\$27.50 for CEUs)
Both days	\$110 (+\$42.50 for CEUs)	\$170 (+\$42.50 for CEUs)	\$60 (+\$42.50 for CEUs)



BC-ABA 17th Annual Conference

MARCH 07: DAY AT A GLANCE

Time	Zoom
1:30 – 3:00 PM	<i>Introductory Remarks and Land Acknowledgement</i> <i>Keynote Speaker: <u>Worner Leland, MS, BCBA, LBA</u></i> Authentic Assent and Co-Creating Space to Minimize Masking Zoom 1.5 Learning CEUs
3:00 – 3:10 PM	<i>Break and Introductory Remarks</i>
3:10- 4:30 PM	<i>Keynote Speaker: Jonathan Tarbox, PhD, BCBA-D</i> Is It a Fad or Is it the Future? A Historical Discussion on Recent New Directions in Applied Behavior Analysis Zoom 1.5 Ethics CEUs

THESE ARE VIRTUAL EVENTS

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

BC-ABA 17TH ANNUAL CONFERENCE 2025



KEYNOTE SPEAKER

Friday, March 7, 1:30 pm-3:00 pm

WORNER LELAND, MS, BCBA, LBA
(they/them)

SEX ED CONTINUING ED

Worner Leland (they/them) is an agender, autistic, disabled human, and a behavior analyst. They are a former researcher and educator with Upswing Advocates, a current educator with Sex Ed Continuing Ed, a current collaborative writer with the Assent Lab and the Louisiana Contextual Science Research Group, and a past president of the Sexual Behavior Research and Practice SIG of ABAI.

Their work focuses on sex education, assent and consent education, and harm reduction and coercion reduction education in behavior analysis.

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KEYNOTE SPEAKER

Friday, March 7, 1:30 pm – 3:00 pm

Worner Leland, MS, BCBA, LBA

Sex Ed Continuing Ed

Authentic Assent and Co-Creating Space to Minimize Masking **(1.5 Learning CEUS)**

When considering assent, behavior analytic conversation has recently frequently pointed to topographical definitions of assent and assent withdrawal, which alone are insufficient to indicate function. While some topographies of assent withdrawal may be overt and highly observable and countable to others, some topographies of assent withdrawal may be subtle (Hayes & Fryling, 2009), potentially to the degree of being unobservable to most other viewers such that it may be considered a private or covert event (Skinner, 1945). This behavior may also covary with or be described as “masking” (Miller, Rees, & Pearson, 2021; Pearson & Rose, 2021). When considering co-creating space to minimize masking and increase the probability of accurately responding to assent withdrawal or lack of active assent, a non-linear approach may be valuable (Layng et al., 2021). This presentation will consider behavioral shifts and environmental shifts practitioners can engage in to increase the probability of authenticity in responding for the learners they support.

Learning Objectives

Participants will be able to:

1. Identify a behavioral conceptualization of masking;
2. List differentiated dangers of masking for autistic people; and
3. Identify components of the *Ethics Code for Behavior Analysis* (ECBA; BACB, 2020) related to assent and autonomy

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KEYNOTE SPEAKER

Friday, March 7, 3:00 pm – 4:30 pm

JONATHAN TARBOX, PhD, BCBA-D
(he/they)

**UNIVERSITY OF SOUTHERN CALIFORNIA
AND FIRSTSTEPS FOR KIDS**

Dr. Jonathan Tarbox is the Co-Founder and Program Director of the Master of Science in Applied Behavior Analysis program at the University of Southern California, as well as Director of Research at FirstSteps for Kids. Dr. Tarbox is the past Editor-in-Chief of the journal *Behavior Analysis in Practice*, a Board Member of the ABA Task Force to Eradicate Social Injustice, and was a founding member of the Advisory Board of the Women in Behavior Analysis (WIBA) conference. He has published five books on applied behavior analysis and autism treatment, is the Series Editor of the Elsevier book series *Critical Specialties in Treating Autism and Other Behavioral Challenges*, and an author of over 90 peer-reviewed journal articles and chapters in scientific texts. His research focuses on behavioral interventions for teaching complex skills, Acceptance and Commitment Training (ACT), and applications of applied behavior analysis to issues of diversity and social justice. Dr. Tarbox is proud to have multiple neurodivergent family members and is working hard to become a more effective ally to the Autistic community.

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KEYNOTE SPEAKER

Friday, March 7, 3:00 pm – 4:30 pm

Jonathan Tarbox, PhD, BCBA-D

University of Southern California and FirstSteps for Kids

Is It a Fad or Is it the Future? A Historical Discussion on Recent New Directions in Applied Behavior Analysis (1.5 Ethics CEUs)

The field of applied behavior analysis is currently undergoing a rapid evolution. New movements within ABA and new terms for different approaches seem to be appearing constantly. Some are concerned that these rapid changes are fads, motivated by social approval, or marketing schemes, motivated by financial motives. This presentation will review some of the older historical movements within the ABA field and consider the newer developments of the last 5-10 years, including assent-based practice, compassionate care, trauma-informed care, “today’s ABA,” neurodiversity-affirming ABA, social justice-oriented ABA, and acceptance and commitment training, within historical perspective. We will make the case that common threads unite many of the contemporary changes in ABA and we will argue that something resembling a historical shift is currently underway. We will discuss the positive ethical implications of many of these changes, as well as some of the practical and conceptual challenges that any rapid, large-scale change presents. We will discuss strategies for taking a functional analytic approach to understanding our own behavior when we adopt new developments in ABA, as well as when we talk about these new perspectives, especially in public forums, such as social media. Overall, this presentation will make the case that 2025 is a pivotal moment in the historical development of the field of ABA. We will make the case that the field is evolving toward greater human dignity and social justice, and will also require a greater deal of commitment and work from all of us to ensure the continued integrity of our field.

Learning Objectives

Participants will be able to:

1. Describe common principles that unite many newer developments in ABA;
2. Distinguish between new terms used for the purposes of marketing, versus new terms used to operationally define new ways of practicing
3. Describe how values and priorities have shifted over time within the field of ABA, and relate these shifts to the ethics code for behavior analysts



BC-ABA 17th Annual Conference

MARCH 08: DAY AT A GLANCE

8:00 - 8:50	REGISTRATION FOR THE CONFERENCE, Scarfe Lobby					
9:00 - 10:40	Scarfe 100 AND LIVESTREAM <i>Welcoming Remarks, Land Acknowledgement, & Territorial Welcome by Elder Shane Pointe</i> <i>Invited Speaker: Kavita Kamat</i> Preparing for a Good and Full Life: Teaching Essential Skills Early for a Successful Transition to Adulthood 1.5 Learning CEUs					
10:40 - 11:00	Brief Break					
11:00 - 12:00	Scarfe 100 and LIVESTREAM <i>Heart and Vision: Leadership, Achievement, & Advocacy Updates</i> <i>Speakers: BC-ABA President Hayley Nejmy and President-Elect Maria Sample</i>					
12:00 - 12:45	Scarfe Lobby POSTERS, MATERIAL SWAP, LUNCH (provided)					
12:45 - 4:15	BREAK OUT SESSIONS					
Location	Room 100	Room 204	Room 206	Room 207	Room 208	Room 209
Session 1 12:45 - 2:25	Mini-Seminar 2 Supervision CEUs Supervision Essentials: Practical Feedback and Problem-Solving Strategies Sarah Pastrana	Mini-Seminar 2 Learning CEUs Affirming Neurodiversity: Implications for Paraprofessional Training in Public Schools Preetinder K. Narang	Mini-Seminar 2 Learning CEUs Putting the Human Back in Behaviour Support Mary Penrice-Edmondson & Valerie Goodman	Panel Discussion 2 Ethics CEUs Ethically Navigating Dual-Certification: Behaviour Analysis & Counselling Scopes of Practice Landa Fox Theresa Jouan Doireann O'Brien Gabrielle Stigant Kathryn Theroux	Mini-Seminar 2 Learning CEUs Applications of OBM in Adult Services Brandon Beaton	Mini-Seminar 2 Learning CEUs ADHD A-Z: Providing Compassionate & Effective Support to ADHD Learners Jillian Newman Daniela Marco
	Mini-Seminar 2 Ethics CEUs Building Bridges: Concrete Strategies for Effective & Ethical School Collaboration Tyla Frewing Leah Mumford	Mini-Seminar 2 Learning CEUs Augmentative and Alternative Communication: Recent Research and Hot Topics Pat Mirenda	Mini-Seminar 2 Supervision CEUs Self-as-context to Support Therapeutic Self-Disclosure in Supervision and Intervention Kathryn Theroux	Traditional Papers 2 Learning CEUs Insistence on Sameness in Autistic Children: A Stimulus Control Analysis Richard Stock A compassionate & values driven approach to supporting neurodivergent children Doireann O'Brien	Mini-Seminar 2 Learning CEUs Relational Frame Theory (RFT) Toolbox to Enhance ABA Competence Bobbi Hoadley	Mini-Seminar 2 Learning CEUs Essential Skills for Success in Kindergarten: Re-thinking our Goals for Early Intervention Angie Ho Jennifer Vellenoweth

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INVITED SPEAKER

Saturday, March 8, 9:00 am - 10:40 am, Scarfe 100
AND LIVESTREAM

**Welcoming Remarks, Land Acknowledgement, Territorial Welcome by Elder
Shane Pointe**

Kavita Kamat, MEd, MSW, BCBA
Clinical Director, posAbilities - Laurel Behaviour Support Services

**Preparing for a Good and Full Life:
Teaching Essential Skills Early for a Successful Transition to Adulthood
(1.5 Learning CEUs)**

Transition to adulthood is a significant milestone that demands deliberate preparation, especially for individuals with diverse and complex needs. Intervening early to build these skills is critical for fostering independence, self-advocacy, and meaningful integration into the community. Behaviour analysts can play a vital role in supporting this process by collaborating with families and developing individualized, evidence based strategies that address a wide range of developmental, social, and functional needs. This presentation will use case examples to demonstrate the importance of prioritizing these key skills while also addressing the potential risks of neglecting them. Attendees will gain practical insights to enhance transition outcomes and how they can contribute to *Good and Full Lives for Everyone*.

Learning Objectives

Participants will be able to:

1. Explain the critical role of early intervention in laying the foundation for a smooth and successful transition to adulthood.
2. Describe key skills essential for fostering long-term independence and success, as well as the challenges that emerge when these skills are not developed.
3. Discuss the pivotal role of behavior analysts in supporting positive transition outcomes.

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BOARD AND LICENSURE UPDATE

*Saturday, March 8, 11:00 am – 12:00 pm,
Scarfe 100 **AND LIVESTREAM***

Hayley Neimy, PhD, BCBA-D, BC-ABA President
Maria Sample, MA, BCBA, President Elect

Heart and Vision: Leadership, Achievement, & Advocacy Updates

Join Hayley Neimy and Maria Sample for an engaging and informative in-person session focused on fostering stronger connections between the BC-ABA Board and the membership. This session will celebrate the achievements and contributions of our leadership team as we introduce and welcome the incoming board members for the 2025 term. At the same time, we will extend heartfelt gratitude to our outgoing board members, recognizing their dedication and impact on the organization. Additionally, the BC-ABA Student Grant Awards will be presented, honoring the exceptional accomplishments of the next generation of local behavior analysts.

Dr. Neimy will also provide a comprehensive update on the licensure advocacy efforts spearheaded by BC-ABA's Licensure Working Group over the past year. This update will offer insights into the progress made in the pursuit of regulation for Behavior Analysts in British Columbia, emphasizing the importance of licensure in elevating the profession, and ensuring high-quality, ethical practice across the province. The presentation will include a brief historical overview of BC-ABA's advocacy journey, highlight key milestones and challenges, and outline the next steps moving forward in the coming year(s) in this ongoing advocacy initiative.

Attendees will have the opportunity to ask questions and will leave with a deeper understanding of BC-ABA's strategic priorities and the vital work being done to secure regulation and advance the field in BC. This session is intended to be a meaningful opportunity to connect, reflect, and look ahead together as a community.

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POSTERS, MATERIAL SWAP, LUNCH

March 8, 12:00 pm – 12:45 pm, Scarfe lobby

Video Modeling for Teaching Vocational Skills to Individuals with ASD

Alessandra Pinto Rosendo and Richard Stock, PhD, BCBA-D, Capilano University

This poster will focus on the use of video modeling (VM) as an instructional procedure for teaching vocational skills (VS) to individuals with autism spectrum disorder (ASD). Video modeling, a well-established evidence-based practice (EBP), has been widely successful in teaching various skills, yet its application in vocational training is still emerging. This presentation reviews 11 single-subject research design studies that used VM to teach VS to individuals with ASD, highlighting experimental aspects, outcomes, and implications. Results revealed positive effects, including skill maintenance, functional relationships, and immediate improvements. Future directions will discuss advancing VM as a specialized EBP for vocational training.

Goal Setting and Its Impact on Staff Performance

Amy Ho, Institute for ABA

This poster will examine the importance of how clear, observable, and individualized goals impact staff performance and productivity. It aims to determine whether personalized goals have an impact in improving task completion or general staff effectiveness. Using an observational design, data will be gathered through baseline assessments, in-person observations, self-reported checklists, and ongoing data tracking. The study will involve ten staff members in an ASD-supportive classroom environment. The findings will provide a clear model showing how goal-setting can influence management, enhance staff performance, improve client outcomes, and it will provide insights for effective goal-management techniques on future research.

Behavioural Strategies for Teaching Imitation: A Literature Review

Niruya Ninan and Richard Stock, PhD, BCBA-D. Capilano University

The poster will focus on improving imitation skills in children with autism and other developmental disabilities, as imitation is crucial for social interaction and observational learning. It will review single-subject studies, primarily using a multiple baseline design, to assess the impact of interventions like Discrete Trial Teaching (DTT), Contingent Imitation, Reciprocal Imitation Training (RIT), and Video Modeling Imitation Programs (VMIP). Strategies will include discussing skill acquisition, generalization, and maintenance, as well as secondary outcomes like conversational and gestural improvement. Social validity and the status of these interventions as evidence-based practices will also be analyzed.

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BREAKOUT SESSIONS

Saturday, March 8, 12:45pm – 2:25pm, Scarfe

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

Supervision Essentials: Practical Feedback and Problem-Solving Strategies

Sarah Pastrana, PhD, BCBA-D (she/her)
Semiamhoo Behaviour Analysts, Inc.

Effective supervision is critical for the development of trainee skill sets, yet many supervisors lack explicit training in delivering feedback and facilitating collaborative problem-solving. Deficits in these skills may negatively impact both trainee progress and the overall quality of the supervisory relationship. In this presentation, participants will explore the essentials of providing effective feedback and addressing common supervision challenges through collaborative problem-solving. Through the use of practical, evidence-based tools, supervisors will learn to lay the foundation for strong, supportive relationships that promote trainee success, professional growth, and a mutually rewarding supervision experience.

Learning Objectives

Participants will learn to:

1. Use practical and effective bi-directional feedback strategies to enhance trainee skill development
2. Address supervision challenges through collaborative problem-solving
3. Foster a relationship that encourages open communication and constructive and collaborative problem-solving

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MINI-SEMINAR, Room 204 (2 Learning CEUs)

Affirming Neurodiversity: Implications for Paraprofessional Training in Public Schools

Preetinder K. Narang, PhD, BCBA (she/they)
Surrey School District and University of Toronto

Neurodiversity-affirming practices, rooted in respect and reciprocity, have the potential to challenge conventional thinking and transform the way we train, utilize and oversee school-based paraprofessionals. How can we embrace student strengths, honour student differences, promote student acceptance and respect student agency in inclusive classrooms? Affirming neurodiversity shifts our focus from mechanistic concerns related to paraprofessional assignment, deployment and supervision, towards contextual, child-centred and values-driven procedures. Now is the time to fully consider the experiences of neurodiverse learners and work collectively to address systemic and structural barriers which exclude those with disabilities in public education.

Learning Objectives

Participants will be able to:

1. Recognize perspectives and attitudes which may inadvertently maintain ableist beliefs.
2. Appreciate the need to honour student preferences, strengths, choices, and autonomy when providing paraprofessional support.
3. Identify ways to adopt a neurodiversity-affirming approach using the following four themes: strength vs deficit, difference vs disorder, acceptance vs remediation, and agency vs control.

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MINI-SEMINAR, Room 206 (2 Learning CEUs)

Putting the Human Back in Behaviour Support

Mary Penrice-Edmondson, MS, BCBA, Richmond School District (she/her)

Valerie Goodman, MEd, BCBA, Richmond School District (she/her)

During this presentation, an overview of the ACT Matrix and Pro-Social Matrix will be provided for its use in the field of behaviour support, with a focus in collaborating with schools from a community perspective. Evolved from ACT (Acceptance and Commitment Training), the ACT Matrix is a visual process that increases psychological flexibility. It addresses behaviour change by examining the relationship between behaviour and the environment in which it occurs from the observer self-view, therefore increasing our own internal motivation for change. You will learn to use this to facilitate person-centred and culturally responsive behaviour change towards a shared purpose.

Learning Objectives

Participants will:

1. Gain an overview of the ACT Matrix and Pro-Social Matrix and how to use it to facilitate behaviour change towards a shared purpose.
2. Improve psychological flexibility and awareness of complexities of working from the community to support families within and a school district.
3. Learn how district behaviour analysts work within a school context.

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PANEL DISCUSSION, Room 207 (2 Ethics CEUs)

Ethically Navigating Dual-Certification: Behaviour Analysis and Counselling Scopes of Practice



Landa Fox, MA, BCBA, CSHE, Positive Connections (she/her)
Theresa Jouan, MSc, BCBA, RCC, Jouan Consultation, Inc. (she/her)
Doireann O'Brien, MSc, BCBA, O'Brien Behaviour Consultation (she/her)
Gabrielle Stigant, MEd, BCBA, Gabrielle Stigant Consulting (she/her)
Kathryn Theroux, MS, BCBA, RCC-ACS, East Van Behaviour Analysis, Ltd. (she/her)

As the field of Applied Behaviour Analysis evolves and changes, so do BCBAs. Many BCBAs are increasingly finding value in collaboration and learning from other fields, including counselling. Growing numbers of BCBAs are pursuing dual certification as counsellors. This panel features BCBAs who are also Registered Clinical Counsellors and those who are currently pursuing this designation. The panel will discuss the importance of ethically practicing within multiple scopes of competence, providing services that are in the best interests of their clients, and recognizing where ABA and counselling overlap, diverge, and where clients and professionals can benefit from competence in both fields.

Learning Objectives

1. Participants will identify essential differences in the scopes of practice of BCBAs, per the BACB *Ethical Code for Behavior Analysts*, and Counsellors and recognize how to ethically navigate where scopes of practice may overlap
2. Participants will recognize how BCBAs with additional training in counselling may serve clients' best interests, per the BACB *Ethical Code for Behavior Analysts*, through collaboration and referral, as well as the limits of these efforts.

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MINI-SEMINAR, Room 208 (2 Learning CEUs)

Applications of OBM in Adult Services

Brandon Beaton, MPed ABA, BCBA (he/him)
posAbilities - Laurel Behaviour Support Services

The adult services sector present unique challenges for ABA practitioners. Turnover rates for direct personnel are high and this is a barrier to service delivery. Unfortunately, many factors that affect this rate are beyond the control of the behaviour analyst. Despite the grim reality, Organizational Behaviour Management (OBM) offers evidence-based procedures to assess and improve job satisfaction, job performance, and client outcomes. Participants will learn these procedures with an emphasis on adult services. Mentimeter questions will be embedded throughout the presentation to encourage active student responding. The ethics of applying OBM methods within adult services will be discussed.

Learning Objectives

Participants will be able to:

1. Explain why the turnover rate for direct support personnel (DSP) is high and how this impacts service delivery
2. Identify three ethical codes that support the application of OBM in adult services
3. Describe five evidence-based OBM practices that can be applied to adult services.
4. Describe three evidence-based assessment tools that OBM offers and how these tools can be applied to adult services.

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MINISEMINAR, Room 209 (2 Learning CEUs)

ADHD A-Z: Providing Compassionate and Effective Support to ADHD Learners



Jillian Newman, MEd, BCBA, Evergreen Forest Corner and East Van Behavior Analysis, Ltd. (she/her)

Daniela Marco, MA, BCBA, KUBO Family and Learning Center (she/her)

This session provides professionals with an in-depth understanding of ADHD, covering its challenges, strengths, and presentation from childhood through adulthood. By examining ADHD's impact on daily life and brain development, we can promote compassionate, effective accommodations tailored to ADHD learners. Even while focusing on functional solutions, clinicians can miss the mark when observable behaviors may not always reflect underlying neurological differences. As clinicians with ADHD who support ADHD individuals, we will share strategies to create supportive environments and outline essential skills for ADHD learners. This session will equip attendees to better understand and advocate for ADHD clients across developmental stages.

Learning Objectives

Participants will be able to:

1. Describe the developmental and behavioral characteristics of ADHD and identify how core characteristics impact daily functioning in various stages of life.
2. Describe accommodations and strategies that provide supportive learning environments for ADHD learners, to utilize in learning sessions and advocate for in other settings.
3. Identify important executive functioning skills to target and develop effective interventions using behavioural analytic teaching tools to promote skill generalization across settings.

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BREAKOUT SESSIONS

Saturday, March 8, 2:35pm – 4:15pm, Scarfe

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

Building Bridges: Concrete Strategies for Effective and Ethical School Collaboration



Tyla Frewing, PhD, BCBA, School District #42 and Semiamhoo Behaviour Analysts, Inc. (she/her)

Leah Mumford, MEd, BCBA, Semiahmoo Behaviour Analysts, Inc. (she/her)

In recent years, behaviour analysts have recognized the importance of providing compassionate care. Research about the importance of compassionate care skills and strategies for teaching those skills to behaviour analysts is under development. Specifically, in the area of school consultation, there is limited guidance about the key repertoires behaviour analysts need to facilitate ethical and compassionate collaboration with schools. In this presentation, two school-based behavior analysts will provide a functional analytic perspective on common school-based interactions. Attendees will leave with concrete strategies for developing and maintaining rapport with school staff, engaging in compassionate and impactful communication, facing difficult conversations, and evaluating the social validity of their school-based consultation.

Learning Objectives

Participants will be able to:

1. Identify at least three reasons that repertoires collaboration and compassionate care support ethical school consultation
2. Describe at least three strategies for establishing and maintaining rapport when collaborating with schools
3. Use reflective practice and a functional analytic approach to identify barriers to effective consultation that inform compassionate and collaborative solutions
4. Describe three ways to informally assess the social validity of school consultation

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MINI-SEMINAR, Room 204 (2 Learning CEUs)

Augmentative and Alternative Communication: Recent Research and Hot Topics

Pat Mirenda, PhD, BCBA-D (she/her)
University of British Columbia

Almost all of the research on augmentative and alternative communication (AAC) outcomes has relied on single subject research designs (SSRDs) that are familiar to behavior analysts. In recent years, a number of meta-analyses that synthesize SSRDs and analyze effects across studies have been conducted. This session will summarize recent meta-analytic work focused on the Picture Exchange Communication System (PECS) and speech-generating devices (SGDs), including tablets. Studies that have compared PECS and SGD outcomes and user preferences, examined the effectiveness of behavioural and naturalistic AAC instruction, and examined participant characteristics related to outcomes will also be included.

Learning Objectives

Participants will be able to:

1. Summarize the results of recent research on the effectiveness of the Picture Exchange Communication System (PECS) and speech-generating devices (including tablets) for individuals with autism and other developmental disabilities;
2. Describe a strategy for AAC preference assessment and the results of preference assessment research; and
3. Identify instructional and participant characteristics that moderate outcomes.

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MINI-SEMINAR, Room 206 (2 Supervision CEUs)

Self-as-Context to Support Therapeutic Self-Disclosure in Supervision and Intervention

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

BCBAs may recognize modeling as a powerful teaching technique yet, with clients and supervisees, conceal “unprofessional” traits or experiences, inadvertently supporting white supremacist (and ableist, classist, homo- and transphobic) ideals embedded in our workplaces and ethical standards. BCBA training rarely questions the reliance on false personas in our clinical work. Self-disclosure intimidates clinicians but with consideration supports the therapeutic relationship and positive learner outcomes. A rigid clinical self reduces diverse representation and advances perfectionism and masking, harming supervisees and clients. Self-as-context work is suggested as a method to examine and resolve these issues. Prior ACT and DEI learning are recommended.

Learning Objectives

Participants will be able to:

1. Describe the ACT concepts of self-as-context and self-as-content
2. List benefits of therapist self-disclosure to clients and supervisees
3. Expand their understanding of the therapeutic self via experiential exercises (guided meditation, journaling, and group discussion)

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TRADITIONAL PAPERS, Room 207 (2 Learning CEUs)

Insistence on Sameness in Autistic Children: A Stimulus Control Analysis

Richard Stock, PhD, BCBA-D, Capilano University (he/him)

A characteristic of some individuals with autism is described as an “insistence on sameness.” For these individuals, a violation of sameness may occasion problem behavior. Given this, a more precise understanding of the construct of sameness from a behavioral perspective is desirable for assessment and intervention purposes.

This session will examine the role of an existing behavioral theory, stimulus overselectivity, in relation to this issue and suggest it does not adequately account for problem behavior occasioned by violations of sameness. An alternative conceptual model for assessing and treating behavior associated with insistence on sameness will be described.

Learning Objectives

Participants will be able to:

1. Describe a behavior analytic conceptualization of insistence on sameness in children with autism from the perspective of stimulus overselectivity.
2. Develop a behavior analytic conceptualization of insistence on sameness in children with autism from the perspective of stimulus control.

A Compassionate and Values Driven Approach to Supporting Neurodivergent Children

Doireann O'Brien, MSc, BCBA, O'Brien Behaviour Consultation (she/her)

The work that we do as behaviour analysts is often focused on the neurodiverse family unit. This session will focus on supporting the neurodiverse family.

Through this we will look at the challenges and systematic barriers that these families often face. The impact that these barriers may have on the family will be investigated and discussed. An argument will be made that through a values

based and compassion focused approaches we may best support neurodiverse families. This session will prompt attendees to review their own values, their own sense of self compassion and how good personal practice of these may lead to better support of the families we serve.

Learning Objectives

Participants will be able to:

1. Describe and operationally define values driven practice and compassion based interventions.
2. Describe how a values driven and compassionate approach may increase socially significant applications of ABA.

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MINISEMINAR, Room 208 (2 Learning CEUs)

Relational Frame Theory (RFT) Toolbox to Enhance ABA Competence

Bobbi Hoadley, MEd, BCBA, RCC, Parley Services (she/her)

Relational Frame Theory (RFT) has demonstrated advantages and opportunities beyond ABA's traditional understanding of verbal behaviour to explain the significant interaction of language with behaviour. The empirical evidence that verbal activities, are inherently associated with the essential elements of relational responding, contextual relevance and operant conditioning enhances our opportunities to analyze complex verbal behavior and influence individualized interventions. The session will focus on the opportunities for RFT to offer support to ABA technology in the ranges that can be challenging for the people we serve. The toolbox will include specific techniques that may make your work more effective, efficient and reliable.

Learning Objectives

Participants will be able to:

1. Recognize the relations of human language, cognition and behavior as analyzed through Relational Frame Theory.
2. Identify specific areas of ABA teaching (i.e. private events) that benefit by the application of RFT understanding.
3. Consider other applications of RFT that improve ABA practice.

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MINISEMINAR, Room 209 (2 Learning CEUs)

Essential Skills for Success in Kindergarten: Re-thinking our Goals for Early Intervention

Angie Ho, MEd, BCBA, Semiahmoo Behaviour Analysts, Inc. (she/her)

Jennifer Vellenoweth, MSc, BCBA, Semiahmoo Behaviour Analysts, Inc. (she/her)

Traditionally, when designing early intervention programming, we relied on assessment tools such as the VB-MAPP and the ABLLS to guide the creation of learning objectives. Through our experience supporting students transitioning into kindergarten, we have re-evaluated the cusp skills that lead to success in inclusive kindergarten classroom settings. This presentation will explore skills that elementary educators find valuable and ways to teach these skills to our students in their early intervention programming in preparation for their transition into kindergarten.

Learning Objectives

Participants will be able to:

1. Gain an understanding of skills that elementary educators value in kindergarten transitioning students.
2. Identify three learning objectives that can be embedded into early intervention programs to support students transitioning into kindergarten.
3. Identify the benefits of focusing their teaching on cooperation vs independence in early intervention programming.



The British Columbia Association for Behaviour Analysis (BC-ABA) is deeply grateful and truly humbled by the sponsorship we have 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 sponsors of BC-ABA's 17th Annual Conference.

Gold Level Sponsorship



Nurture Society for Learning and Development is a non-profit provider of early developmental supports for autistic children and their families. Founded in 2015, our mission is to provide outstanding, neurodiversity affirming, evidence-based developmental and behavioural support for children and families, as well as to support professional development for clinicians. We are passionate about promoting the science of development alongside the science of behaviour & learning. Our SLPs, OTs, BCBAs, and therapy assistants provide a range of supports for children, including JASPER (Joint Attention, Symbolic Play, Engagement and Regulation) and ESDM (Early Start Denver Model), and we are proud to have the first certified JASPER therapists west of Ontario. We applaud the work the BC-ABA is doing to promote inclusive, neurodiversity affirming practices, and are grateful to be part of this learning experience on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People.

PBS Corp. is an agency committed to the principles of Positive Behavior Support (an approach based on principles of analysis, ABA) to improve not only behavior, but also quality of life for the individuals we serve, their families, and others who support them. After an autism diagnosis, Positive Behavior Supports Corporation is here to help walk your family through the next steps. We provide individualized ABA Therapy for those with autism and related disabilities, children and adults, to assist with decreasing challenging behaviors and increasing appropriate behaviors and skill deficits that will allow the individual to reach their full potential.





Portia is your all-in-one Solution for ABA Data Collection and ABA Practice Management, built by BCBAs for BCBAs. Portia is therapy-first ABA software for your ABA clinic that combines practice management, electronic medical records, insurance billing, curriculum, and data collection. Portia keeps student therapy at the heart -- It's what we do!

Portia Software was developed and is used at the Portia Learning Centre, which has four clinics in Canada, offering in-clinic and in home services. We celebrated 10 years of business in 2022. With multiple servers around the world, we proudly serve numerous countries 24/7. The Portia Pro app has a mobile and a web version. Collect data in real time or off line mode for tablet when WiFi is not available. See <https://www.portiapro.com/>



Action Behavior Centers began in Austin, Texas, with one center, one Board Certified Behavior Analyst, and a dream. Seeing the long waitlists and lack of accessible therapy options for children with autism, we decided to make something ourselves. We wanted to create a bright, joyful, and welcoming space where children with autism could learn and grow. Today, our commitment to this vision has allowed us to expand and touch the lives of more families than we ever imagined. See <https://www.actionbehavior.com/> for additional information.

PALS Autism Society operates a year-round elementary and secondary school in New Westminster, dedicated to teaching children and adolescents with autism. As a ministry-designated *Inclusive Education School*, PALS provides individualized instruction, autism-focused therapies, and family support beyond what is available in a regular classroom setting. Before and after-school care and summer programs are also available. Learn more at www.palsautismschool.ca

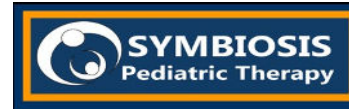


PALS Adult Services Society (PASS) provides an innovative daily program, employment training, and independent housing for adults with autism and other developmental disabilities aged 19 years and older, with locations in Vancouver and Burnaby. To provide supported employment for program members, PASS also runs *PASS Marketplace*, a social enterprise that creates and sells handmade products while also offering custom gifts, product packaging, and assembly services. Learn more at www.passadultservices.ca

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



Symbiosis Pediatric Therapy is a multi-disciplinary Therapy clinic which aims to advance its vision of building an inclusive community where "every neurodivergent child is a part, not apart". Our therapy clinics are a well-respected "one-stop therapy center" with a state-of-the-art facility, setting a benchmark for evidence-based and trauma-informed services for children in the Greater Vancouver area. Symbiosis offers Centre-based, Home-Based (Therapy@Home), Online therapy (Telehealth), and Community-based therapy sessions for all the therapies, respecting the needs of the families and their other family commitments.



Welcome to Bridge Kids Behaviour Consulting, where we bridge the gap between our kids and the community! Our innovative programs, tailored for early childhood through teenage years, foster holistic development. Embracing evidence-based practices, we focus on enhancing social skills to empower learners and families. Our services are accessible seven days a week, ensuring flexibility and support when needed. We prioritize inclusivity with offerings in English, Cantonese, Mandarin, Korean, Japanese, Punjabi, and Hindi. Join Bridge Kids BC in building a foundation for brighter futures - where every child thrives and connects seamlessly with their community.

DiTommaso Consulting, Inc.

Jo DiTommaso has been providing ABA services to the Vancouver community since 2003. Focusing primarily on Verbal Behavior and combining with early developmental curricula, we offer services to children as early as 12 months of age. We offer home intervention, community consultation, and PBS plans as well as supervision. Contact kachijo@aol.com for information.



Western Education

Western University invites you to advance your career in Applied Behaviour Analysis in two outstanding programs. Our MPEd program, accredited by the Association for Behavior Analysis International, offers a flexible, online curriculum. It prepares students to apply behavior analytic principles across various domains and populations. For those seeking to elevate their expertise further, our Doctor of Education program integrates professional experience with academic rigor over three years of online study and a Dissertation-in-Practice. This program stands out with its cohort model, promoting a close-knit learning community that fosters collaboration, enriches learning, and broadens your professional network. Graduates are poised for leadership roles in academia, consultation, and program direction, qualifying for the BCBA-D credential. Join us at Western University to shape the future of ABA and make a real impact.



Congratulations BC-ABA on your 17th Annual Conference!

For over 40 years, New Horizons has been working to meet our mission of guiding and supporting people to make positive changes that promote day-to-day happiness, increased skills and inclusion, and experiencing reduced challenges. We provide behaviour support and community inclusion services to children, youth, and adults with diverse abilities and their circles of care, primarily in the North and South Thompson – Cariboo region of BC and are a CARF Accredited agency. If you are interested in a supported and rewarding career with us, please see our website at www.nhclss.ca



Spark THERAPY GROUP

Spark Therapy Group provides holistic, family centered services with an emphasis on community integration, nature-based recreation, innovation, and evidence-based programming. We serve children and youth from age 2 all the way to age 19. As we are constantly striving to meet the evolving needs of our community, we provide 1:1 support as well as a variety of group programs. We provide occupational therapy, therapeutic recreation, behavioural consultation and intervention, and speech & language therapy.



HOLLYBURN Family Services

Hollyburn Family Services is a multi-service agency that has been providing support to children, youth, adults and families in the Greater Vancouver region since 1990. Hollyburn provides a range of professional counselling services to individuals, couples and families, supports families of children with Autism Spectrum Disorder and other pervasive developmental disorders, provides residential care for children and adults with developmental disabilities and mental health challenges, and offers training and support to foster parents and extended families.



Happy Oak is a Vancouver-based organization dedicated to supporting neurodivergent children, many of whom have autism, through applied behaviour analysis. Our services include one-on-one and group sessions, parent coaching, and community support, all tailored to address each child's unique needs. Focused on enhancing communication, social skills, and emotional regulation, Happy Oak employs evidence-based strategies. By collaborating closely with families, we empower children to develop essential skills and thrive in a supportive and inclusive environment.

“It is time for a paradigm shift in the science of applied behavior analysis...We posit that the purpose of applied behavior analysis is to enable and expand human rights and to eliminate the legacies of colonial, oppressive social structures.”

(Pritchett, M., Ala'i-Rosales, S., Cruz, A. R., & Cihon, T. (2021). Social justice is the spirit and aim of an applied science of human behavior: Moving from colonial to participatory research practices. *Behavior Analysis in Practice*, 22,1-19.)

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

--- Alexander Den Heijer



“What ‘the field’ of behavior analysis does is defined squarely and solely by the individual and collective actions of behavior analysts.”

(Capriotti, M., & Donaldson J. (2022). "Why don't behavior analysts do something?": Behavior analysts' historical, present, and potential future actions on sexual and gender minority issues. *Journal of Applied Behavior Analysis*, 55, 19-39.

Bronze Level Sponsorship

- Autism Support Network
- UBC Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA)
- Breakthrough Autism
- East Van Behaviour Analysis, Ltd.
- RISE Behaviour Services
- JOY Behaviour Consultation & Intervention
- Family Centred Practices Group
- Endicott College, Institute for Applied Behavioral Science



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