



# BC-ABA

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## Second Annual BC-ABA Conference

June 18-19, 2010

Wesbrook Building, 6174 University Blvd.

Scarfe Building, 2125 Main Mall

University of British Columbia

Vancouver, BC

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CEUs available for BCBA's and BCABA's

Early registration deadline: June 1, 2010

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In association with:



CENTER FOR INTERDISCIPLINARY RESEARCH  
AND COLLABORATION IN AUTISM



Autism Society of British Columbia →



Faculty of Education

THE UNIVERSITY OF BRITISH COLUMBIA

# 2010 BC-ABA Conference Schedule and Abstracts

June 18, 2010						
5:00-6:00 pm	Registration for the Ethics Workshop --- Wesbrook Building, front hall on first floor					
6:00-9:00 pm	Workshop on Ethics for BCABAs and BCBAs (Wesbrook, Room 100) Ray Romanczyk, Ph.D., BCBA-D, State University of New York at Binghamton CEUS					
June 19, 2010						
8:00-8:50 am	Registration for the Conference --- Wesbrook Building, front hall on first floor					
9:00-10:30	Keynote Address: An Analysis of Current Treatment Practices: The Divide Between Opinion and Evidence (Wesbrook, Room 100) Ray Romanczyk, Ph.D., BCBA-D, State University of New York at Binghamton CEUS					
10:30-11:00	BC-ABA Annual General Meeting (Wesbrook, Room 100)					
11:00-11:30	Break -- coffee, tea, muffins provided in the Scarfe Building, first floor					
Session 1	Scarfe 203	Scarfe 204	Scarfe 206	Scarfe 207	Scarfe 208	Scarfe 209
11:30-1:00	<p style="color: red; text-align: center;">Traditional Papers</p> <p><i>Structured Social Skills Groups in Schools</i> <b>Leah Mumford and Sara White</b></p> <p><i>Video Feedback as an Alternative to Video Modeling to Teach Sharing</i> <b>Landa Mark and Pat Miranda</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Miniseminar</p> <p><i>Transforming Coercive Parent-Child Interactions in Family Routines: Comprehensive Results</i> <b>Joseph Lucyshyn</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Miniseminar</p> <p><i>Data Collection and Measurement Strategies in Community Settings</i> <b>Bobbi Hoadley</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Traditional Papers</p> <p><i>Naturalistic Language Approaches for Children with Autism: A Skinnerian Analysis</i> <b>Bruce Hamm</b></p> <p><i>Multiple Exemplar Instruction: Vocal Tact Training</i> <b>Sarah Pastrana and Sharon Baxter</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Traditional Papers</p> <p><i>The Picture Exchange Communication System...</i> <b>Kristen McFee, Julie Koudys, and Adrienne Perry</b></p> <p><i>A PBS Approach for a Child with Autism and Anxiety-Related Problem Behaviour</i> <b>Vanessa Neufeld</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Miniseminar</p> <p><i>Working Effectively and Collaboratively with Public Schools: A Panel Discussion</i> <b>Richard Stock, Stephanie Jull, and panelists</b></p> <p style="color: red; text-align: center;">CEUs</p>
1:00-1:45	Box Lunch- included with early registration, Scarfe Building, first floor					
Session 2	Scarfe 203	Scarfe 204	Scarfe 206	Scarfe 207	Scarfe 208	Scarfe 209
1:45-3:15	*****	<p style="color: red; text-align: center;">Miniseminar</p> <p><i>Applied Behaviour Analysis in the School Setting: Collaboration with the Surrey School District</i> <b>Sharon Baxter and Nancy Walton</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Miniseminar</p> <p><i>Teaching Peers to Support Classmates with Autism Who Use Augmentative Communication</i> <b>Nadine Trottier, Lorraine Kamp, and Pat Miranda</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Traditional Papers</p> <p><i>The Regulation of Behaviour Consultants in BC: Issues, Considerations, and First Steps</i> <b>Miriam Elfert</b></p> <p><i>Prevention of Maltreatment</i> <b>Sara White</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Traditional Papers</p> <p><i>Adolescents with Conduct Problems: What the "Beep" Does ABA Know?</i> <b>Sarah Leadley</b></p> <p><i>Functionally Related Preference Assessments for Pica</i> <b>Michael Johnston and Larry Beierbach</b></p> <p style="color: red; text-align: center;">CEUs</p>	<p style="color: red; text-align: center;">Miniseminar</p> <p><i>"Community of Kindness": Teaching Leadership Skills and Negotiation Capabilities School-Wide</i> <b>Terre J. Glahn</b></p> <p style="color: red; text-align: center;">CEUs</p>
3:15-3:45	CEU payments received- Scarfe Building, first floor, cash or check ONLY					

**June 18**  
**Ethics Workshop**  
**Wesbrook Hall, Room 100**  
**6:00-9:00**

**Ray Romanczyk, Ph.D., BCBA-D**, is a Distinguished Service Professor of Psychology and the Director, Institute for Child Development, at the State University of New York at Binghamton. He is Fellow of the American Psychological Association and a Board Certified Behavior Analyst. For over 30 years he has provided services to children and families, and has been involved in advocacy, program development, and the judicial and legislative process as an expert witness. He serves as a member of the editorial board and reviewer for numerous professional journals, has published in many journals and books, and has presented several hundred addresses at regional, national, and international professional conferences.

**June 19**  
**An Analysis of Current Treatment**  
**Practices: The Divide Between**  
**Opinion and Evidence**  
**Wesbrook Hall, Room 100**  
**9:00-10:30**

**Presenter:** Ray Romanczyk, PhD, BCBA-D

Parents and service providers are faced with a dizzying array of treatment choices, all with ardent supporters. Without question, applied behavior analysis is the treatment of choice for autism spectrum disorders (ASD), based upon the extant empirical research. Also without question, nationally, non-empirically validated treatments are the most frequently used interventions. This puzzling contradiction is not unique to ASD, but is typical of the larger issue of the influence of pseudo-science on service providers and in turn on consumer decision-making. In some ways the research data are clear, but do not match the actual choices that people make for intervention procedures. Current interventions will be reviewed with respect to the psychological processes that influence decision making which allow pseudo-science to flourish. Since most behavior analytic services are provided within a broader service delivery system, the specific ethical issues and dilemmas for behavior analysts providing services within such systems will be discussed.

**Concurrent Session #1- 11:30-1:00**

**Traditional Papers, Room 203, \*CEUs**  
**Structured Social Skills Groups in Schools**

**Presenters:** Leah Mumford and Sara White, Private Practice

**Abstract:** Children with autism often have deficits in the social skills required to enter and engage in appropriate play, and often end up alone or on the perimeter of the group when at school. Structured social skills groups are a way to help children with autism spend lunchtime with a specific group of peers that play, learn key social skills and develop friendships together. These groups are a structured social skills setting with several objectives: 1) to provide children with autism greater possibilities for developing friendships with peers; 2) to provide a structured setting to facilitate learning specific social skills and behaviour management; and 3) to provide the framework for SEA's and ABA-SW's to effectively integrate and include children into successful play. The discussion will cover how to create a structured social skills group within the school setting, benefits and challenges associated with these groups, and how to measure progress.

**Video Feedback as an Alternative to Video Modeling to Teach Sharing**

**Presenters:** Landa Mark and Pat Mirenda, UBC

**Abstract:** This study examined the impact of video-based interventions to increase sharing and decrease problem behavior in a boy with autism during toy play with this sister. First, video modeling was provided to demonstrate appropriate sharing behavior. Exposure to the video models over 8 days resulted in trends for both sets of target behaviors in the direction opposite to that desired. Video feedback was then introduced and resulted in immediate and enduring changes in both sharing and problem behavior. The results are discussed in the context of previous research and implications for practice.

**You must attend BOTH papers in this session to earn BACB CEUs.**

**Concurrent Session #1- 11:30-1:00  
(Continued)**

**Mini-Seminar, Room 204, \*CEUs**  
**Transforming Coercive Parent-Child  
Interactions in Family Routines:  
Comprehensive Results**

**Presenter:** Joseph Lucyshyn, UBC

**Abstract:** The study examined the efficacy and acceptability of a family centered approach to behavioural family intervention that was designed to promote meaningful and durable improvements in parent-child interaction in valued family routines. Ten families of children with developmental disabilities participated. Multiple measures were gathered across a six-year period. Group design results showed statistically significant improvements in child behaviour and routine participation. Single subject research results documented a functional effect for 8 of 10 families. Sequential analysis results documented the transformation of coercive processes into constructive processes for 8 of 10 families. Implications for assessment and intervention are briefly discussed.

**Mini-Seminar, Room 206, \*CEUs**  
**Data Collection and Measurement Strategies  
in Community Settings with Variability That  
Cannot be Controlled**

**Presenter:** Bobbi Hoadley, Parley Support Management Services

**Abstract:** In community settings, reporting data is increasingly recognized as necessary for the effective allocation of system resources. ABA offers a unique best practice in this regard. Clients who live in and participate in community settings receive variable supports from variable supporters, where valid and reliable data collection can be challenging. In this session we will consider the importance of good data collection to ensure that interventions are effective, and to provide feedback and outcomes measurement. We will look at effective methods for data collection and measurement reporting, to facilitate a contextual fit for measurement tools with non-professional observers and environments.

**Traditional Papers, Room 207, \*CEUs**  
**Naturalistic Language Approaches for  
Children with Autism: A Skinnerian Analysis**

**Presenter:** Bruce Hamm, Douglas College & Coast Behaviour Analysts

**Abstract:** Naturalistic Language Teaching approaches are commonly implemented within behavioural interventions for children with autism. Proponents of these approaches often claim that Naturalistic methods are superior to other behavioural methods and should thus constitute the primary behavioural approach to language teaching. This paper argues that a Skinnerian, verbal behaviour analysis reveals important theoretical problems within the naturalistic approaches. The paper then outlines implications of these problems for claims regarding the effectiveness of Naturalistic approaches as well as for researchers and practitioners involved in the promotion of meaningful language abilities in learners with autism.

**Multiple Exemplar Instruction: Vocal Tact  
Training**

**Presenters:** Sarah Pastrana and Sharon Baxter

**Abstract:** In this case study, multiple exemplar instruction (MEI) was assessed as an approach to training vocal tact responses in a 4-year-old child with autism and significant language delays, following the termination of a previously unsuccessful tact training approach. Matching, pointing, pure tact, and impure tact responses were taught during 1:1 sessions in the child's home. Results showed that correct responding across all four repertoires was observed for the initial targets and that fewer sessions were required to teach future tacts. The results are discussed in relation to MEI research (Greer & Ross, 2008) and the future directions of tact training for the participant.

**You must attend BOTH papers in this session to earn BACB CEUs.**

## **Concurrent Session #1- 11:30-1:00 (Continued)**

### **Traditional Papers, Room 208, \*CEUs The Picture Exchange Communication System: Behavioural Foundations and Communication Outcomes**

**Presenters:** Kristen McFee and Julie Koudys, York University & Pyramid Educational Consultants of Canada, and Adrienne Perry, York University

**Abstract:** The Picture Exchange Communication System (PECS), one of the most commonly used augmentative/alternative communication systems world-wide, teaches individuals with significant language impairments functional communication. It has been implemented with individuals with autism, intellectual disability, acquired brain injury, cerebral palsy, among others. Based on the principles of Applied Behaviour Analysis and specifically, Skinner's analysis of Verbal Behaviour, users are taught to exchange pictures to access preferred items/activities. Results from a longitudinal study examining PECS outcomes, including impact on problem behaviour, will be described, along with child and treatment variables associated with PECS outcomes. Implications for theory and practice will be discussed.

### **A Family Centered Positive Behavior Approach for a Child with Autism and an Anxiety Disorder**

**Presenter:** Vanessa Neufeld, Family Centred Practices Group and UBC

**Abstract:** A large proportion of children diagnosed with autism spectrum disorders (ASD) also experience anxiety-related problem behaviors that can affect the family's participation in routines that occur at home or in the community. This study evaluated an approach to behavioral family intervention that synthesized evidence-based practices in Positive Behavior Support (PBS) and treatment for childhood anxiety disorder. The study empirically investigated the effectiveness of an integrated approach for ameliorating anxiety-related problem behavior for a child with autism and an anxiety disorder in a community-based, swimming routine. Results are discussed with

reference to previous research, contributions to the literature, future directions, and implications for practitioners and researchers who are involved in interventions for children diagnosed with an ASD and anxiety-related problem behavior.

**You must attend BOTH papers in this session to earn BACB CEUs.**

### **Miniseminar, Room 209, \*CEUs Working Effectively and Collaboratively with Public Schools – A Panel Discussion**

**Presenters:** Richard Stock and Stephanie Jull, ABA Learning Centre and UBC, and panelists

This mini-seminar will include five public school staff and one Board Certified Behavior Analyst. Each panelist will be given an opportunity to speak from their perspective (principal, classroom teacher, learning support teacher, special education assistant, district autism support, and behavior consultant) on a number of questions related to working effectively with public schools to support the educational programming of elementary school students with autism. This session will end with questions from the audience.

## **Concurrent Session #2- 1:45-3:15**

### **Miniseminar, Room 204, \*CEUs ABA in the School Setting: Collaboration with the Surrey School District**

**Presenters:** Sharon Baxter and Nancy Walton

**Abstract:** This presentation will examine the collaborative relationship between the Surrey School District, parents of children with autism running home-based programs, and the district's ABA Support Worker Program. The history of this collaborative relationship will be discussed by a parent whose child with autism attends school in Surrey. A behaviour consultant will share specific examples of working collaboratively with the district and will present examples of the design and implementation of ABA approaches in the classroom setting.

## **Concurrent Session #2- 1:45-3:15 (Continued)**

### **Miniseminar, Room 206, \*CEUs Teaching Peers to Support Classmates with Autism Who Use Augmentative Communication**

**Presenters:** Nadine Trottier, Laurel Program and UBC; Lorraine Kamp, SET-BC; Pat Mirenda, UBC

**Abstract:** The goals of this study were (a) to determine if peers can learn to model and prompt use of a speech-generating device (SGD) and (b) if students with autism can learn to use their SGDs for interactions during a game activity. Two students with autism who used SGDs were involved in the study, along with three peers from each of their classrooms. The presentation will provide information about the procedures used and the outcomes of peer training, and effects on the social interactions of the participants. Videotaped examples of training and outcomes will be used to illustrate the key components.

### **Traditional Papers, Room 207, \*CEUs The Regulation of Behaviour Consultants in BC: Issues, Considerations, and First Steps**

**Presenter:** Miriam Elfert, REACH ABA Program and UBC

**Abstract:** This presentation will examine the professional practice and potential regulation of Behaviour Consultants who provide services to children with autism in B.C. In addition to providing brief background information about the purpose and importance of regulation and the process and history of regulation of health professionals in B.C., this presentation will identify and discuss specific issues and considerations for regulation of Behaviour Consultants, including composition of the regulatory body, entry requirements, financial considerations, standards for education and training, code of conduct, professional development, complaint procedures, and barriers to regulation. This presentation will conclude with suggestions and recommendations for the regulation of Behaviour Consultants.

### **Prevention of Maltreatment**

**Presenter:** Sara White, Private practice

**Abstract:** Individuals with developmentally disabled are one of the most vulnerable populations with regard to physical, sexual or emotional abuse. This presentation will discuss some possible contributing factors, such as victim factors, perpetrator factors, and social factors. Physical and behavioral signs of physical and sexual abuse will also be discussed. As well possible ways in which the contribution of these factors can be mitigated and in which the maltreatment can be prevented will also be covered.

**You must attend BOTH papers in this session to earn BACB CEUs.**

### **Traditional Papers, Room 208 \*CEUs Adolescents with Conduct Problems: What the “Beep” Does ABA Know?**

**Presenter:** Sarah Leadley, Youth Horizons Trust, New Zealand

**Abstract:** Providing services for teenagers with conduct problems (e.g. substance abuse, offending, disruptive behaviours) is becoming an increasing area of interest. While ABA has proven its effectiveness with other populations, work in this area is relatively new and current services in New Zealand are generally run under semi- or non-behavioural models. Guidelines for introducing ABA into these types of services will be discussed with examples of group and single case research from residential and day treatment settings.

**Concurrent Session #2- 1:45-3:15  
(Continued)**

**Preference Assessments – Overview and Functionally-Related Preference Assessment Results for Pica**

**Presenters:** Michael Johnston and Larry Beierbach, Behavioral Solutions, Inc.

**Abstract:** This presentation will enhance the ability of behavior analysts to design and conduct preference assessments with special consideration for any existing functionally based information. An overview of preference assessment rationale, history and research will provide general knowledge. Next, specific data sheets, techniques and recommendations for implementation will be presented. Finally, specific results of some preference assessments, based upon detailed functional information, will be presented and discussed.

**You must attend BOTH papers in this session to earn BACB CEUs.**

**Miniseminar, Room 209, \*CEUs  
Community of Kindness: Teaching Leadership Skills & Negotiation Capabilities School-wide**

**Presenter:** Terre J. Glahn, The Children's Foundation

**Abstract:** This session will focus on the positive behavioral strategies introduced systematically school-wide and within specialized social skills groups K-7<sup>th</sup> grades to teach Leadership Skills including Negotiation, Self-monitoring, and Compromise to all students. Emphasis will be on the teachers' ability to implement the behavioral strategies to address sad to avoid mad while imparting generalization of skills from classroom to playground with modified leadership curriculum for students with ASD, ADHD, and/or Behavioural Disorders. Lecture, modeling, and video clips of social skills groups and "Take It Apart Lunch Clubs" for promoting students' alternative social engagement will be presented throughout this session.

**Special Thanks**

BC-ABA wishes to acknowledge the financial and in-kind support provided by the Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA) in the Faculty of Education at the University of British Columbia, ACT-Autism Community Training, and the Autism Society of British Columbia. This conference would not be possible without their generous contributions!



CENTER FOR INTERDISCIPLINARY RESEARCH  
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Autism Society of British Columbia

## Additional Information

### Lodging

If you are coming to Vancouver from outside of the lower Mainland and require accommodation, the closest hotels to UBC are:

Holiday Inn Vancouver Centre  
(<http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/yvrbw>)

Granville Island Hotel  
(<http://html.granvilleislandhotel.com/island.html>)

Best Western Chateau Granville  
(<http://www.chateaugranville.com/>)

All are about 5 miles from UBC and will require a taxicab to get to the campus. The "official" address for the Scarfe building is 2125 Main Mall.

### CEUs

CEUs for Board Certified Behavior Analysts (BCBAs) and for Board Certified Associate Behavior Analysts (BCABAs) are available for both mini-seminars and traditional papers

Three CEUs will be earned for the pre-conference workshop on Ethics; 1.5 CEUs will be earned for the keynote address, and 1.5 CEUs will be earned for each 90-minute mini-seminar and traditional paper session (2 papers per session). BACB CEU credits will require a \$5 fee per credit. Payment is due at the end of the conference **by either cash or check**- we will be unable to accept credit or debit cards. You will receive a certificate documenting how many CEUs you earned once necessary forms and payment is received.

When you register, you will receive the necessary CEU completion forms in your registration packet. You **MUST** be signed in and out of each mini-seminar or traditional paper you attend, and you **MUST** complete and submit an evaluation form for each session as well.

### Parking

Parking is available at a cost of \$4 per day. The closest parkade to the Scarfe building is the West Parkade located on the east side of Lower Mall. A detailed map and driving directions are available at:

[http://www.maps.ubc.ca/PROD/index\\_detail.php?locat1=900](http://www.maps.ubc.ca/PROD/index_detail.php?locat1=900)

After you park, walk out of the West Parkade on Level 4 and look for the BC-ABA signs directing you to the Wesbrook building, approximately a 10 minute walk from the parkade.

## Directions to UBC

Comprehensive driving directions to and from UBC can be found on UBC's website at:

<http://www.ubc.ca/about/directions.html>

### To reach UBC by bus or transit

Take any bus that states UBC as its destination -- in Vancouver, bus routes #4, #9, #17, #25, #41, #43, #44, #49, #99 B-Line, #258 and #480 will all take you to UBC

Skytrain passengers can get off at Broadway Station and then transfer onto the #99 B-Line bus to UBC

Note that some routes service the UBC campus only during peak hours

Complete bus schedules can be found at:

[www.translink.bc.ca](http://www.translink.bc.ca)



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