



BC-ABA

1st Annual BC-ABA Conference

March 7th, 2009
Scarfe Building
2125 Main Mall
University of British Columbia
Vancouver, BC

CEUs available for BCBAs and BCABAs
Early registration deadline: March 1st, 2009

In association with:
The University of British Columbia
The Autism Society of BC

| | Room 203 | Room 204 | Room 207 | Room 208 | Room 209 |
|---------------------------------|--|--|--|---|---|
| 8:00-8:45 | <i>Registration-front hall on first floor</i> | | | | |
| 9:00-10:15 | Keynote Address: Inclusion and Applied Behavior Analysis: Building Bridges to Insure that No Child is Left Behind (Room 100) Ilene Schwartz, Ph.D., BCBA, University of Washington CEUS | | | | |
| 10:15-10:30 | <i>Break- coffee, tea, muffins provided on first floor</i> | | | | |
| 10:45-12:00 Session 1 | ***** | Traditional Papers <i>Parents as Peer Play Interventionists</i> Stephanie Jull <i>A Comparison of Indirect and Systematic Assessment...</i> Anna Matchneva CEUs | Mini-Seminar <i>Using FA as PBS for Staff...</i> Bobbi Hoadley CEUs | Mini-Seminar <i>Supporting the Family, Supporting the Child</i> Kathryn Theroux | Mini-Seminar <i>Video Modeling: Why, What, Who, and How?</i> Pat Miranda, Liana Maione CEUs |
| 12:00-12:45 | <i>Lunch- included with early registration</i> | | | | |
| 12:45-2:15 Session 2 | ***** | Mini-Seminar <i>Transforming Coercive Processes in Family Routines</i> Joseph Lucyshyn et. al CEUs | Mini-Seminar <i>Teaching Appropriate Assent Withdrawal...</i> Holly Almon-Morris, Kristin Foley CEUs | Traditional Papers <i>Extending the Generality of the FA Procedure</i> Kaori Ohashi et. al <i>A Modified FA of Pica</i> Michael Johnston et. al CEUs | Traditional Papers <i>Assessment and Reading Intervention...</i> Richard Stock <i>Long Term Goal Planning...</i> Sara White CEUs |
| 2:15-2:30 | <i>Break- refreshments provided on first floor</i> | | | | |
| 2:30-4:00 Session 3 | Mini-Seminar <i>Functional Analysis: The Bridge Between Assessment and Treatment</i> Katie Allen CEUs | Traditional Papers <i>Let's Face It! Improving Face Processing Skills...</i> Magali Segers et. al <i>Understanding the Cultural Context...</i> Kavita Kamat | Traditional Papers <i>What is the VB Approach to Autism Intervention?</i> Richard Stock et. al <i>Evaluating the DRA Behavioral Procedure</i> Elizabeth Athens CEUs | Mini-Seminar <i>Integrating Alternative/ Augmentative Communication Devices...</i> Kelly Ferris, Michael Fabrizio CEUs | Traditional Papers <i>Ecological Approach to Food Refusal...</i> Lauren Binnendyk et. al <i>Rapid Toilet Training...</i> Sharon Baxter et. al CEUs |
| 4:00-4:15 | <i>CEU payment received- first floor</i> | | | | |

Presentation Descriptions

Inclusion and Applied Behavior Analysis: Building Bridges to Insure that No Child is Left Behind

Room 100
9:00-10:15

The purpose of this keynote address is to discover the similarities and the disconnections between applied behavior analysis and inclusion. As a professional with feet in both fields, I often feel on very shaky ground, but I am convinced that both areas are necessary for a high quality educational programs. It is time for both behaviorists and inclusionists to stop arguing and begin to work together to help children achieve the promise of both effective instruction and inclusive environments.

Ilene S. Schwartz, Ph.D., BCBA, is a Professor at the University of Washington in the area of special education. Dr. Schwartz has an extensive background working with young children with special needs, especially with young children with autism and other disabilities. Dr. Schwartz is the faculty advisor for the inclusive preschool and kindergarten programs at the Experimental Education Unit at the University of Washington, where she maintains an active line of research and personnel preparation activities. She is also Principal Investigator of several projects, including a model demonstration project to develop school-based services for young children with autism, a research project to assess the differential effectiveness of school programs for young children with autism, and a personnel preparation program for early childhood education teachers who work with children with severe disabilities in inclusive settings. Dr. Schwartz has published numerous chapters and articles about early childhood education and social validity. She serves on the editorial review boards of the *Journal of Early Intervention* and *Topics in Early Childhood Special Education*.

Concurrent Session #1- 10:30-12:00

Traditional Papers, Room 204, *CEUs Parents as Peer Play Interventionists

Presenter: Stephanie Jull, ABA Learning Centre & University of British Columbia

Abstract: This session will provide an overview of strategies that can be used by parents to facilitate play with typically-developing peers. The session will include a broad discussion of the play skills intervention literature with reference to research conducted in both home and school settings. Several specific strategies will be identified that parents can use to facilitate play in their own homes with siblings, neighbours or other young children. Video examples will be provided to illustrate each strategy. The session will conclude with a discussion of how service providers could deliver training to parents for learning to implement these strategies.

This session description is continued in the next column. You must attend BOTH papers to earn BACB CEUs.

Concurrent Session #1 con't- 10:30-12:00

Traditional Papers con't, Room 204, *CEUs

Motivating to Learn: A Comparison of Indirect and Systematic Assessment of Preferences for Identifying Potential Reinforcers

Presenter: Anna Matchneva, I Step Ahead Services, Inc.
Abstract: Preference assessment for children diagnosed with ASD is an essential element of an effective intervention program. This case study compares the effects of an indirect interventionist-selected and direct preference assessment package for a 4-year-old child diagnosed with ASD. Results demonstrate that the direct preference assessment condition produce higher rates of accurate responding. In addition, direct preference assessment indicates great variability in preferences, suggesting the need for practical and effective methods to systematically track ongoing changes in children's preferences.

Mini-Seminar, Room 207, *CEUs

Using Functional Analysis as Positive Behaviour Support for Staff: Three Case Studies

Presenter: Bobbi Hoadley, Parley Support Management Services

Abstract: Teaching applied behavioural science and positive supports to front line staff for patients with neurobehavioural disabilities in any care facility can be a challenge when punishment procedures are an accepted standard of care. In this session we will review how focusing on front line staff needs for effective risk management techniques were identified as the salient stimuli for increasing effective staff-patient interaction. Three case studies will be presented to demonstrate how staff behaviour became increasingly safe and effective in providing positive supports to patients once functional analysis summaries were available, leading to a corresponding decrease in patient

Mini-Seminar, Room 208

Supporting the Family, Supporting the Child

Presenter: Kathryn Theroux, ABLE Developmental Clinic
Abstract: Research indicates that, for some families of children with autism, supporting intensive behavioral intervention can impact family quality of life, thereby threatening therapeutic services for the child. This session will review quantitative and qualitative research into the experiences of and services for family members of children with autism. Support services for siblings, many of whom become adult caregivers, will receive special attention. Subject material will be explored through seminar, small group discussion, and fictional case examples. Participants will examine how encouragement of family involvement in treatment is characteristic of applied behavior analysis and necessary for the child's therapeutic environment.

Concurrent Session #1 con't- 10:30-12:00

Mini-seminar, Room 209, *CEUs

Video Modeling: What, Why, Who, and How?

Presenters: Pat Mirenda, University of British Columbia & Liana Maione, Private Practice

Abstract: This miniseminar will provide participants with a rationale for the use of video modeling for individuals with autism and other developmental disabilities, along with basic procedures for implementation. The steps required for creating videotapes and using them to teach new skills will be illustrated with a research study aimed at teaching social language use with peers to a 5-year-old boy with autism (Maione & Mirenda, 2006). Across three play activities, the boy's use of unscripted initiations and response increased dramatically following the introduction of video modeling. Suggestions for additive procedures that can be used to enhance effectiveness will also be included.

Concurrent Session #2- 12:45-2:15

Mini-Seminar, Room 204, *CEUs

Transforming Coercive Processes in Family Routines

Presenter: Joseph M. Lucyshyn¹, Brenda Fossett¹, Lauren Binnendyk¹, Christy Cheremshynski¹, Sharon Lohrmann², Sophia Khan¹, & Lynn Miller¹, ¹University of British and ²University of Medicine and Dentistry of New Jersey

Abstract: A 5-year study of an ecological, family centered approach to intervention with families of children with developmental disabilities and problem behaviour will be presented. Eleven families participated. Dependent measures included problem behavior, routine steps completed, and conditional probabilities of parent-child interaction. A multiple baseline design across family routines for each family was employed to evaluate functional relationships. Sequential analyses assessed changes in parent-child interaction. Results showed improvements in behavior and routine success for 9 of 11 families. Sequential analysis results showed improvements in parent-child interaction. Results are discussed in terms of ecological behavior analysis and intervention from a lifespan perspective.

Concurrent Session #2 con't- 12:45-2:15

Mini-Seminar, Room 207, *CEUs

Teaching Appropriate Assent Withdrawal Skills to Children with Autism

Presenters: Holly Almon-Morris & Kristin Foley, Organization for Research & Learning

Abstract: This presentation will address on the importance of teaching appropriate assent withdrawal and self-advocacy skills in order to achieve a "goodness of fit" standard in autism intervention programs. Ethical considerations and child happiness levels will be highlighted. More specifically, this presentation will focus on various potential topographies of assent withdrawal, questions to consider when determining the function of assent withdrawal behaviors, strategies for teaching appropriate assent withdrawal behaviors, and modifying instruction according to various student assent withdrawal/self-advocacy behaviors.

Traditional Papers, Room 208, *CEUs

Extending the Generality of the Functional Analysis Procedure

Presenters: Kaori Ohashi, Elizabeth Athens, & Landa Mark, ABA Learning Centre and University of British Columbia

Abstract: Functional analysis (FA) procedures have been widely used to identify the reinforcers maintaining problem behavior for children with autism. However, there is little published research that investigates the effectiveness of the procedure on children who are diagnosed with Fetal Alcohol Syndrome (FAS). This experiment will focus on extending the generality of FA procedures with a 6-year-old male diagnosed with FAS. The functional analysis is administered in the child's home and his sibling serves as the therapist. Results of the FA show aggression was reinforced by sibling attention.

Modified Functional Analysis of Pica

Presenters: Michael Johnston, Larry Beierbach, Douglas Lee, & Cristin Johnston, Behavioral Solutions, Inc.

Abstract: A young male with pica (i.e., ingestion of substances not meant to be eaten) has been hospitalized several times in recent months and has required emergency surgery to remove ingested items. Functional analysis of the problem behavior initially showed an undifferentiated pattern in terms of rates across the common FA conditions. In addition to rate information, the session length of each condition was collected as an indirect measure of the intensity of the problem behavior. When data is analyzed according to the variable of session length, patterns begin to emerge. The use of session length as an additional variable and implications for treatment is discussed.

Concurrent Session #2 con't- 12:45-2:15

Traditional Papers, Room 209, *CEUs

Assessment and Reading Intervention Planning for Elementary School Students with ASD

Presenter: Richard Stock, ABA Learning Centre and University of British Columbia

Abstract: This session will provide a basic introduction to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The DIBELS is formative early literacy assessment tool, which is an instantiation of Curriculum Based Measurement (CBM) – an assessment approach that uses brief, timed measures to track progress. It can be used to identify “at risk” students, monitor progress across time, and guide intervention efforts. Case samples including video will be used to demonstrate the use of the DIBELS as a progress monitoring tool and intervention guide for students with ASD.

Long Term Goal Planning: What is it and Why Bother?

Presenter: Sara White, Private Practice

Abstract: Long term goal planning is an extremely beneficial clinical tool for behavioral and educational program planning for individuals with autism. In addition to allowing parents and educators to understand the relationship between current programs and more complex long-term goals, it also can assist practitioners in prioritizing targets for intervention. While similar to an individualized educational plan, long-term goal plans should ideally consider goals for adult living situations and thus are achievable over the next five to ten years. Ideally, these goal plans would be revisited with the individual's instructional team at least once per year. This presentation will be geared towards practitioners and parents.

Concurrent Session #3 - 2:30-4:00

Mini-Seminar, Room 203, *CEUs

Functional Analysis: The Bridge Between Assessment and Treatment

Presenter: Katie Allen, ABLE Developmental Clinic

Abstract: Research suggests that basing treatment on the maintaining variable of the target behavior will be more effective than implementing an arbitrary program based on the topography of the behavior. Assessing the functional relation between the behavior and the environment can help identify the contingency that is most relevant to the behavior, antecedent conditions that precede the behavior, its source of reinforcement, and possible appropriate reinforcement contingencies for treatment. This seminar will discuss the importance of conducting an analogue functional analysis prior to the application of familiar procedures used in applied behavior analysis such as extinction and differential reinforcement.

Concurrent Session #3 con't - 2:30-4:00

Traditional Papers, Room 204

Let's Face It! Improving Face Processing Skills in Autism

Presenters: Magali Segers¹, James Tanaka¹, Robert Schultz², Kim Maynard¹, Rebecca Phillips¹, Jeff Cockburn¹ & Matt Pierce¹, ¹ University of Victoria, ²Children's Hospital of Philadelphia

Abstract: A substantial body of literature suggests that individuals with ASD are selectively impaired in their face processing skills relative to typically developing children. The *Let's Face It!* (LFI) curriculum is designed to improve and develop basic face processing skills in children with ASD. The curriculum targets three face processing domains: (1) selective attention to faces, (2) recognition of identity and expression, and (3) the interpretation of facial cues in a social setting. The *LFI!* program is a comprehensive instructional curriculum that employs both computer-based and hands-on activities. The *LFI!* software is a series of interactive exercises focusing on face processing skills related to the recognition of facial identity and emotion. The *LFI!* hands-on activities stress skills that promote the child's attention to faces and understanding of face cues in a social context. Preliminary studies indicate that the *LFI!* curriculum shows promise to improve face processing abilities in children with ASD.

Understanding the Cultural Context of South Asian Families: A Critical Variable in Implementing Positive Behavior Support

Presenters: Kavita Kamat, Laurel Behavior Support Services: MAPCL

Abstract: This paper presents a select review of current literature on core cultural orientations towards disability shared by South Asian families with specific reference to Chinese and Indian families. It examines the importance of cultural competence for effective implementation of Positive Behaviour Support for challenging behaviours in the home and school contexts. I will draw on specific case examples from my experience and make a case for cultural competence as a critical variable effecting parent-professional partnership. I will conclude with suggestions for building cultural competence among professionals in the field of positive behaviour support and outline areas for future research.

Concurrent Session #3 con't - 2:30-4:00

Traditional Papers, Room 207, *CEUs

What is the Verbal Behavior Approach to Autism Intervention?

Presenters: Richard Stock & Stephanie Jull, ABA Learning Centre and University of British Columbia

Abstract: This session will provide a basic introduction to the verbal behaviour (VB) approach to autism intervention. It will describe the defining features of a VB program and provide an overview of the principles associated with verbal behaviour programming. The session will outline key components of intensive teaching and natural environment instruction with reference to early, intermediate and advanced learner profiles. It will conclude with a discussion of how VB programming can also be delivered within the context of group educational setting. All of the above will be illustrated using multiple video exemplars from both individual and group VB ABA programs.

Evaluating the Differential Reinforcement of Alternative (DRA) Behavior Procedure

Presenter: Elizabeth Athens, ABA Learning Centre & Timothy Vollmer, University of Florida

Abstract: Differential reinforcement of alternative behavior (DRA) is a common treatment for problem behavior. Usually with DRA, problem behavior is placed on extinction (EXT) while more appropriate behavior is reinforced. Sometimes, however, the targeted behavior is too dangerous to place on EXT. The purpose of this study is to evaluate a variation of DRA that does not include EXT and is designed to provide more immediate, longer duration, and higher quality reinforcers for appropriate behavior relative to problem behavior in children with autism and other developmental disabilities. Results showed clinically valid effects when a combination of reinforcement parameters favoured appropriate behavior.

Mini-Seminar, Room 208, *CEUs

Integrating Alternative/ Augmentative Communication Devices into ABA-Based Programs for Youth with Autism

Presenters: Kelly Ferris & Michael Fabrizio, Organization for Research & Learning and Families for Effective Autism Treatment (FEAT) of Washington

Abstract: Little published research exists to provide clinicians with clear direction on integrating alternative/augmentative communication (AAC) devices into behavior analytic programs for learners with autism. This mini-seminar will discuss the application of instructional content analyses of pre-requisite language and motor skills needed to achieve successful device use, and will illustrate such analyses using clinical data gathered across several learners who all employ devices to help them communicate effectively. Participants will learn (1) issues to consider when designing instruction for AAC users, (2) applications of Skinner's analysis of verbal behavior for AAC users, and (3) measurement pinpoints for evaluating language improvement.

Concurrent Session #3 con't - 2:30-4:00

Traditional Papers, Room 209, *CEUs

Implementation of an Ecological Approach to Food Refusal Behavior in Children with Developmental Disabilities

Presenters: Lauren Binnendyk and Joseph Lucyshyn, University of British Columbia

Abstract: The purpose of this presentation is to present the findings from a study that evaluated the effectiveness of an ecological behavioural feeding intervention approach that aimed to improve child eating behaviour, parent-child interactions and routine participation during problematic home-based meal routines. Three families of children with developmental disabilities and severe food refusal behaviour participated in the study. The results will be discussed with reference to previous research, contributions, future directions and implications for practitioners and researchers who are involved in behavioural feeding interventions. The presentation will consist of power point slides and video examples.

A Case Study: An Application of Rapid Toilet Training for an Adolescent with Autism

Presenters: Sharon Baxter¹, Richard Foxx², Stephanie Price-Evans¹, & Julia Plummer¹, ¹The Children's Foundation and ²Pennsylvania State University

Abstract: This session will show a case study of an application of the rapid toilet training method introduced by Azrin and Foxx (1971) with an adolescent male who demonstrated severe aggression, property destruction and self-injury. Treatment was delivered in the male's residence, an Applied Behavior Analysis Teaching Home, staffed with a one to one instructor to student ratio. The procedure, based upon the key elements of the Azrin and Foxx method, included increasing fluid intake to increase the frequency of opportunities to urinate, contingent positive reinforcement for voiding, overcorrection for accidents, extinction of challenging behaviours and cleanliness training. Treatment resulted in a reduction of day and night time accidents to zero. Maintenance of independent toileting behaviours were observed at more than 12 months post-treatment, after levels of staff delivered reinforcement had been completely faded.

Special Thanks

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



Faculty of Education
THE UNIVERSITY OF BRITISH COLUMBIA



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.ihotelsgroup.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

One CEU 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

After you park, walk out of the West Parkade on Level 4 and look for the BC-ABA signs directing you to the Scarfe building, a short walk up the hill.

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

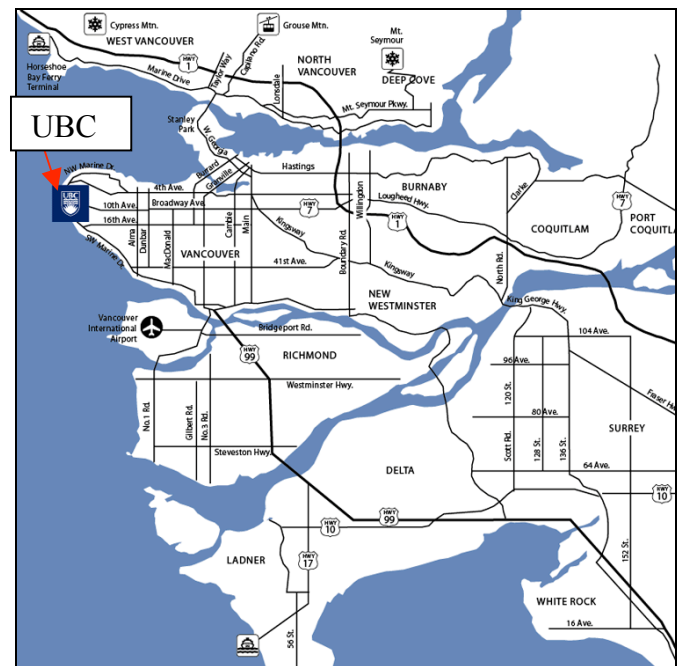
Take any bus that states UBC as its destination -- in Vancouver, bus routes #4, #9, #17, #25, #41, #43, #44, #49, #99 B-Line, #258 and #480 will all take you to UBC

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



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March 7th, 2009
2125 Main Mall
Scarfe Building
University of British Columbia
Vancouver, BC



2009 Conference Registration Form

Name: _____

Address: _____

Phone: _____ Email: _____

Profession/Occupation: _____

Please note:

- All presenters **MUST** register for the conference.
- We can accept cheques or money orders only, made out to BC-ABA. The cost is the same in Canadian and U.S. dollars.

Conference registration includes admission to all sessions, drinks and snacks at morning and afternoon breaks, and a box lunch.

Please register me for the conference as follows:

_____ Current member (my 2009 BC-ABA dues were paid by Feb. 15): **\$50.00**

_____ Renewing or new member (I want to join BC-ABA or renew my membership for 2009):
\$70.00 (\$20.00 for membership + \$50.00 for conference registration)

_____ Non-member (I do not want to join BC-ABA but want to attend the conference): **\$75.00**

Lunch preference: _____ Vegetarian _____ Non-vegetarian

PLEASE NOTE:

- Conference registration after March 1, 2009 will be \$100 for members and non-members, so register in advance to save money!! **Lunch is NOT GUARANTEED if you register after Mar. 1 or at the door**
- Sorry, there is no discount rate for students or parents. Parents of children with autism may use their MCFD funding to register for the conference.

Mail this form and a cheque or money order made out to **BC-ABA** to:

BC-ABA Conference Registration
Heidi St. Pierre
2722 Carolina St.
Vancouver, BC V5T 3T2
(Email: heidical@shaw.ca)

SAVE MONEY-REGISTER BY MARCH 1st!