2nd Annual PBS Home & Community Conference

February 12 & 13, 2015
St. Petersburg, FL
Renaissance The Vinoy

Click here for daily schedule, including times.

Thursday, February 12, 2015

8:00am-12:00pm  Registration open
9:00am-4:30pm  Exhibit tables open
12:00pm-1:30pm  Lunch/Meet the Vendors!
1:00pm-5:00pm  Registration/CEU table open

Register today!
http://bit.ly/1Azez2d

Book a room:
http://bit.ly/1pFdpfV

Questions?
Email: pbs2015@teampbs.com

Stacie Neff, BCBA (2.0 CEUs available)
Protecting Client Confidentiality While Working in Complex Community Settings
Description: In this presentation of ethical considerations, protecting client confidentiality while working in complex community settings and while using media platforms will be reviewed and discussed.

Natalie Parks, Ph.D., BCBA-D (1.0 CEUs available)
Best Practice Standards for Graphing in Excel: Tutorial for Line, Bar, and Multiple Baseline Graphs
Description: This presentation will provide participants with a tutorial of how to graph data using line graphs, bar graphs, and multiple baseline graphs. It will provide a step-by-step tutorial of all the things you wanted to know how to do in excel, but have not had the time to figure out. Specific procedures include making dates on the x-axis, creating a secondary y-axis, changing the format of data paths, creating moving arrows and phase lines, creating multiple baseline graphs, indicating a repeated measure for a bar graph, and best practice standards to follow when creating graphs.

Andrew Houvouras, BCBA and Rayna Houvouras, LMHC, BcbaA (1.0 CEUs available)
A Guide Toward Making Your Therapist More Effective
Description: The assumptions made by parents, teachers and therapists can often interfere with the therapeutic process; therapists’ can use excessive jargon assuming parents understand technical language while teachers and parents sometimes assume their authority & expertise are being questioned. And who suffers? Everyone. But there is always hope! In this presentation, the speakers will help clarify roles by 1) explaining some basic definitions of commonly used terms; 2) tackling hard truths about service provision and progress; 3) offering parents, teachers and professionals 5 things they can do to improve the effectiveness of their ABA or mental health sessions.

Briemann Yimoyines, M.S., CCC-SLP and Angela Hill OTR/L
SOCIAL LIGHTS
PEERS for Teens- Making and Keeping Friends
Description: Program for the Education and Enrichment of Relational Skills (PEERS) is a 14-week evidence-based social skills intervention for motivated teens in middle school or high school (ages 12-19) who are interested in learning ways to help them make and keep friends. During each group session teens are taught important social skills and are given the opportunity to practice these skills in session during real play activities (e.g., playing sports, board games, etc.). Parents are taught how to assist their teens in making and keeping friends by providing feedback through coaching during weekly socialization homework assignments.

KEYNOTE: Robert L. Koegel, Ph.D. and Lynn Kern Koegel, Ph.D., CCC-SLP (1.0 CEUs available)
Pivotal Response Treatment: Overcoming Autism
Description: Pivotal behaviors are those that, when targeted, result in broad changes in both targeted and untargeted areas. Because the intervention for autism has been difficult and time consuming, there has been a search for pivotal areas that might underlie thousands of individual target behaviors. This presentation outlines pivotal variables that have been identified, and demonstrates through video examples how Pivotal Response Treatment can produce extremely rapid and widespread behavioral gains that improve the condition of autism, while simultaneously reducing stress for families and practitioners.

Robert L. Koegel, Ph.D. (3.5 CEUs available) (WORKSHOP)
Application of PRT of Motivation and Initiations in Home and Community Settings
Description: This workshop will describe the Pivotal Areas of motivation, initiations, and attention, and illustrate how interventions can be developed to target each of these areas. Videos will be presented to illustrate how to use these procedures, and also to illustrate the types of gains to expect during treatment. Procedures will be described and illustrated in home, school, community, and clinic settings.
improvements. This workshop will discuss and present video illustrations of ten different social skill intervention procedures. The workshop will focus on illustrating both the social skill gains, and on the specific techniques and procedures that can be used to produce the social gains.

Lynn Kern Koegel, Ph.D., CCC-SLP (3.5 CEUs available) (WORKSHOP)
Social Skills Workshop
Description: Social development has historically been considered to be one of the most challenging areas of treatment for individuals with autism spectrum disorders. However, recently new intervention procedures have been developed that have been demonstrated to improve social skills in individuals with autism. This workshop will discuss and present video illustrations of ten different social skill intervention procedures. The workshop will focus on illustrating both the social skill gains, and on the specific techniques and procedures that can be used to produce the social gains.

Lauren Altman, Monica Anestin, Sara Barnes, and Ashley Horne (University of South Florida, ABATE Master's Program)
Discussant: Kwang-Sun Cho Blair, Ph.D, BCBA (1.0 CEUs available)
School-Based Behavior and Academic Interventions
Description: This symposium presents research on improving class-wide or individual behavior and academic outcomes for individuals with autism spectrum disorders. It also introduces research on increasing social skills of children with autism spectrum disorders. Each of the talks (i.e., primary, secondary, tertiary) are represented in the symposium. The first study focused on decreasing class-wide disruptive behavior and increasing academic engagement and correct responses in fourth-grade students with autism spectrum disorders. The second study evaluated the use of video modeling to improve oral reading fluency. The final study evaluated the Prevent-Teach-Reinforce model to decrease problem behavior and to teach replacement behavior of children with behavioral challenges.

FRIDAY, FEBRUARY 13, 2015
7:30am-12:00pm Registration open
9:00am-4:30pm Exhibit Tables open
12:35pm-2:00pm Lunch/Meet the Vendors!
1:00pm-5:00pm CEU table open
Concurrent Sessions
KEYNOTE: Robert O'Neill, PhD, BCBA-D (1.0 CEUs available)
Sustaining Effective Implementation of Positive Behavioral Supports in Educational and Community Settings
Description: This session will discuss factors that have been found to be critical for maintaining effective implementation of PBS efforts over time in educational and community settings. Important factors include such things as leadership, use of data, and ongoing professional development. Strategies will be described for sustaining effective implementation.

Christina Alligood, MS, BCBA, and Natalie Parks, Ph.D., BCBA-D (8.5 CEUs available)
BCBA Superhero Training (BCBA Supervision workshop)
Description: In this workshop for BCBA and BCaBAs, participants will learn key features of high-quality behavior-analytic supervision. Topics will include the purpose of effective, evidence-based supervision, important features of supervision, behavioral skills training, delivering performance feedback, and the effects of supervision, and ongoing professional development. Examples and interactive activities will facilitate learning. Upon completion of both days of the workshop, participants will be prepared to provide excellent supervision to pre-certification individuals, BCaBAs and RBTs. This training program is based on the BACB Supervisor Training Curriculum Outline but is offered independently of the BACB. This workshop costs $100 to attend. If attending this workshop in addition to the conference, fees may be reduced. See our registration site for more details.

Robert O'Neill, Ph.D., BCBA-D (3.5 CEUs available) (WORKSHOP)
Designing and Implementing Function-Based Interventions for Challenging Behavior
Description: This session will provide an overview of strategies for (1) conducting functional behavioral assessments of challenging behavior situations and (2) using FBA information to develop and implement effective function-based interventions in such situations.

Sue Thomas (1.0 CEUs available)
Center for Autism and Related Disabilities (CARD), University of South Florida
Transition Needs of Teens and Young Adults with Autism Spectrum Disorders
Description: As the rates of ASD continue to rise, more and more young persons with ASD will be exiting public schools to the workforce or postsecondary education. However, their characteristic challenges can result in difficulty finding and keeping a suitable job, lack of academic and social success in post-school environments, and overall loneliness and isolation from the adult mainstream. This presentation will define the key challenges presented by teens and young adults with ASD, and identify positive behavior supports/interventions to address these challenges and ultimately improve adult outcomes at home and in the community.

Corey Robertson, MS, BCBA (2.0 CEUs available)
There's No Place Like Home: Providing Behavior Analytic Services in Group Home Settings
Description: Behavior analysts change people's lives by teaching them skills that help them achieve their desired outcomes, where they live, work and play. For many adults with Developmental Disabilities and Intellectual Disabilities, their home is a group home – where individuals with disabilities live together and receive care and support from dedicated staff. This workshop will focus on illustrating both the social skill gains, and on the specific techniques and procedures that can be used to produce the social gains.

Meme Hiemen, Ph.D., BCBA (3.0 CEUs available) (WORKSHOP)
Impacting the Quality of Life through Effective Behavioral Intervention
Description: Improving not only behavior, but also quality of life of individuals and their families, has been identified as being of critical importance in our work in homes, schools, and community. Unfortunately, processes for ensuring that plans have social validity and result in life changes (e.g., increased community participation, higher quality interactions and relationships with others, enhanced independence) have not been adequately described in the literature. This workshop will guide participants to identify broad goal, select instructional targets and practices relevant those goals, and utilize measures that capture not only immediate behavior changes, but also lifestyle improvements.