

Positive Behavior Support Conference at a Glance

Thursday, January 23, 2014



8:00am-12:00pm Registration open
9:00am-4:30pm Exhibit Tables open
1:00pm-6:00pm Registration open

8:30am-5:30pm **Christina Alligood, Ph.D., BCBA-D and Kristy Muir, BCBA**
BCBA Superhero Training (BCBA Supervision workshop)

Description: In this two-part workshop for BCBAs, 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, evaluating 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 and BCaBAs. This training program is based on the BACB Supervisor Training Curriculum Outline but is offered independently of the BACB. This workshop will cost an additional \$50 to attend.

9:00am-12:10pm **Daniel Openden, Ph.D., BCBA-D (CEUs available)**
Pivotal Response Treatment for young Children with Autism Spectrum Disorders (Part 1)

Description: Pivotal Response Treatment (PRT) is an evidence-based model for children with autism spectrum disorders (ASDs) based on the science of applied behavior analysis (ABA). However, there is widespread misunderstanding about what constitutes an ABA program. Therefore, this presentation will begin by describing ABA in a larger context, providing examples of evidence-based practices that employ ABA procedures (including PRT). Second, Dr. Openden will discuss procedures for improving the pivotal response of motivation to produce generalized improvements in language and social skills and reductions in disruptive behaviors. Finally, Dr. Openden will discuss how the motivational procedures of PRT may be implemented in inclusive environments to improve academic responding and provide opportunities for social interaction. This is a two part workshop.

9:00am-10:20am **Corey Robertson, MS, BCBA (CEUs available)**
Functional Skill Development in the Community: Taking Science to the Streets!

Description: The science of Applied Behavior Analysis has informed the development of technologies that have proven effective in a variety of applications, from autism treatment to safety in business and industry. While many are familiar with the clinic-based application of techniques derived from ABA to address skill deficits of children with autism, these strategies extend far beyond the clinic walls. The presenter will show the audience how practitioners work with individuals in the settings in which they live, work, and play, and involve their natural supports (such as family, friends and community) to help them realize their goals.

10:30am-11:10am **Ray Miltenberger, BCBA-D (CEUs available)**
Assessment of Safety Skills in the Home and Community

Description: This talk will discuss safety threats that may be experienced by children and the safety skills that may help protect children from these threats. In addition, the talk will discuss the importance of valid assessment to determine whether children learn safety skills and use the skills in the correct situations. Emphasis will be placed on how to conduct the most valid forms of assessment of children's safety skills.

11:20am-12:10pm **Elisa Cruz-Torres, M.Ed., BCBA (CEUs available)**
Project iCAN: Using the iPad to Communicate and Access Needs

Description: Lack of access to enriching resources may hinder language acquisition and opportunities for social engagement, as well as mediate problem behavior. Children from lower socioeconomic backgrounds with ASD that have severely impaired communication skills and no access to stimulating learning materials may face even more adversity than their typically developing peers. Project iCAN provided iPads and a communication app, called Proloquo2Go, to four underprivileged families who have children with ASD and limited communication skills. Families attended trainings and participated in in-home consultations. Target goals were derived based on the VB-MAPP, which was used to assess each child's language skills.

12:10pm-1:10pm

Lunch

1:10pm-4:10pm

Daniel Openden, Ph.D., BCBA-D (CEUs available)

Pivotal Response Treatment for young Children with Autism Spectrum Disorders (Part 2)

1:10pm-2:10pm

Nicole Postma, BCBA (CEUs available)

Improving Student Behavior through Effective Classroom Management

Description:

A classroom-wide behavior management system can be an effective way of enhancing the behavior of an entire group of students, while maximizing academic participation and achievement. Unfortunately, classrooms for children with emotional and behavioral disorders (EBD) often do not incorporate features of effective practice and/or rely too heavily on punishment procedures. In this presentation, we will share a classroom management program involving environmental changes and appropriate teaching of replacement behaviors, along with a dense schedule of reinforcement. This approach proved effective in promoting desirable behaviors utilized in multiple EBD classrooms to reduce suspensions, restraints, and other disciplinary actions and improve behavior. Data will be presented.

3:30pm-4:30pm

Julie Gebhardt, M.Ed., BCBA (CEUs available)

Smooth Transition into Adulthood: Transition Supports For To Adulthood for Adolescents with Autism Spectrum Disorder

Description:

As students matriculate and prepare for the transition to post-school life, careful attention to the areas of self-determination, self-advocacy, social skills, employment behaviors, student's abilities and interests should be considered and fostered through planning, instruction, and experiences. This session will explore the recent research around such topics to include the barriers to successful employment and the researched based interventions to support successful employment experiences. A multi-faceted approach to transition will be discussed and action planning steps for families will be explored.

3:30pm-4:30pm

Kimberly Spence, Ph.D.

Let's Talk About Sex! And Other Mind-Blowing Facts About Social-Sexual Education for Individuals with Autism Spectrum Disorders (ASD)

Description:

This training will provide information regarding research-based, best practices in the area of sexuality education for people with Autism Spectrum Disorders (ASD). Intervention options and evidence-based methodologies will be discussed in addition to specific strategies for working with learners with a variety of educational needs. Specialized information will be provided in the following areas: puberty, appropriate boundaries, personal hygiene and masturbation. This training is intended for viewing by educators, agency representatives, and community-based staff.

CAUTION: Language and pictures presented during this session will be graphic in nature and may be offensive to some individuals.

Friday, January 24, 2014

7:30am-9:00am Breakfast/Registration
8:30am-8:50am Welcome!
9:00am-12:00pm Registration open
9:00am-4:30pm Exhibit Tables open
1:00pm-5:00pm CEU table open
1:30pm-2:00pm Meet the Vendors!

8:30am-8:50am **Dr. Michael Nolan and PBS Administration**
Welcome!!!

9:00am-9:50am Concurrent Sessions
GENERAL SESSION: Meme Hieneman, Ph.D., BCBA (CEUs available)
Looking Back, Looking Forward: Evolving Practices in Positive Behavior Support

Description: Dr. Hieneman will provide a brief history of the establishment and evolution of positive behavior support (PBS), a community-referenced application of applied behavior analysis. She will describe developments in research and practice that have contributed to current evidence-based approaches and discuss factors that affect successful implementation in complex home, school, and community settings. The presentation will conclude with lessons learned as we move forward to apply PBS principles effectively and with integrity to improve individuals' behavior and lives.

10:00am-12:00pm **Cynthia Anderson, Ph.D., BCBA-D (CEUs available)**
Functional Behavior Assessment in Schools: Efficient and Effective Practices

Description: Functional behavior assessments (FBA) is an evidence-based method for identifying the reason(s) an individual engages in problem behavior and for developing an effective intervention. Methods of FBA range from relatively efficient indirect methods to rigorous experimental methods. Of existing methods, some are more appropriate for use in schools, with typically developing students than others. In this workshop, efficient and effective methods of FBA for high-incidence populations will be reviewed. Further, the link between assessment and intervention will be discussed. Attendees will learn to develop a multi-component intervention that can feasibly be conducted in schools given the results of an FBA.

10:00am-10:50am **Andrew Houvouras, BCBA (CEUs available)**
The Ties That Bind

Description: Parent involvement is an essential element to successful outcomes for children. However, bridging the gap between home and school and incorporating parents into the treatment process is not so easy. By assessing the factors contributing to this divide, practitioners can develop plans on how to link parents and schools to the PBS process.

11:00am-12:20pm **Jose Martinez-Diaz, BCBA-D (CEUs available)**
Key Issues in the Ethical Practice of Behavior Analysis

Description: After making a case for regulating the practice of behavior analysis, Dr. Martinez-Diaz will present a model for evaluating ethical dilemmas. In addition, he will cover important values that he use to guide his ethical practice, including focusing on achieving meaningful real-world outcomes and improvements in the quality of life for the individuals we serve. Dr. Martinez-Diaz will use case scenarios to illustrate the model and some of the key issues in the ethical practice of behavior analysis.

11:00am-12:20pm **Meme Hieneman, Ph.D., BCBA (CEUs available)**
Engaging Parents: Words of Wisdom from a Panel of Experts (Panel Discussion)

Description: Dr. Hieneman will summarize the literature and current effective practices related to engaging parents as partners in the support and intervention with their children's behavior. Specifically, she will discuss how different types of expectations and interactions can facilitate or impede cooperative relationships and therefore the progress of the individual. The participating parents will share their experiences and personal lists of "dos" and "don'ts". Audience participation will be encouraged during this honest and thoughtful discussion.

12:30pm-1:30pm **Lunch**

1:30pm-2:00pm

Meet the Vendors!

2:00pm-3:20pm

Ray Miltenberger, BCBA-D (CEUs available)

Assessment of Safety Skills in the Home and Community Part II

Description:

This talk will discuss strategies for teaching safety skills to children. The talk will focus on behavioral skills training (BST) and in situ training (IST) methods as the only evidence-based approaches. Emphasis will be placed on the implementation of BST and IST procedures by parents and the use of data to make training decisions.

2:00pm-3:20pm

Ali Cunningham, M.Ed., LMHC

How Do I Make and Keep Friends?

Description:

Individuals with autism spectrum disorders (ASD) present with many therapeutic needs including difficulties with social communication. One of the challenges with this domain is how to initiate and maintain social relationships, particularly with friends. The PEERS evidence-based curriculum, developed at UCLA and being implemented at Florida Atlantic University, will be reviewed for its efficacy in helping teens with high-functioning ASDs learn how to make and keep friends.

3:30pm-4:20pm

Cynthia Anderson, Ph.D., BCBA-D (CEUs available)

Evidence-Based Approaches to Problem Behavior in Schools: Looking Beyond Functional Behavior Assessment

Description:

Functional behavior assessment (FBA) is the hallmark of behavior analysis and often is considered a key first step in development of interventions for children with challenging behavior. In this presentation we will explore the status of current research on FBA in schools- identifying practices that are and are not supported by research. Alternatives to individualized, function-based supports will be explored with an emphasis on intervening early with Tier II or secondary supports.