

## ALABA 2010 CE Presentations

\*indicates Psychology CE  
(#) indicates BCBA CE

Wednesday, November 10, 2010  
Workshop 1

**Title:** Behavioral Skills Training: A "One-Size-Fits-Most" Approach to Teaching New Skills  
**Authors:** Stephanie Bates, M.A., BCBA and Liz Tunell, M.S., BCBA, Trinity Services, Inc.  
**Time:** 8:30-11:30; 1:30-4:30 (6)

### Bios:

#### **Stephanie Bates, M.A., BCBA**

Stephanie Bates is a Board Certified Behavior Analyst currently working at the Autism and Family Resource Center of Trinity Services, Inc. in New Lenox, IL. Stephanie received her master's degree from Western Michigan University where she received extensive training and experience in function-based assessment and treatment for challenging behaviors both with adults and children. Stephanie also has training and experience in the areas of toilet training, school consultation, and development of skill acquisition programming for children and adults.

#### **Liz Tunell, M.S., BCBA**

Liz Tunell is a Board Certified Behavior Analyst who currently works for Trinity Services, Inc's Autism and Family Resource Center in New Lenox, IL. Liz received her master's in Applied Behavior Analysis at Auburn University under Dr. Jim Johnston. Before her employment at Trinity Services Inc, Liz provided practicum training to graduate students in Auburn University's master's program for Applied Behavior Analysis in Developmental Disabilities. She has experience in providing school consultation, toilet training, parent and staff training, and developing and implementing a variety of acquisition and behavior reduction programs for children and adults diagnosed with developmental disabilities.

**Abstract:** Behavioral Skills Training (BST) is an evidence-based approach to teaching a variety of skills that is based on the principles of applied behavior analysis. This teaching strategy has not only been proven effective when teaching new skills to individuals with disabilities, but also when training parents or staff to implement treatment plans. Although much of the research on BST involves teaching safety skills to individuals who are vocal and have more advanced social skills, this approach can be used to teach a variety of skills to individuals with a wide range of verbal and social skills repertoires.

This is an **ACTIVE** workshop where participants will learn how to use BST to teach a variety of skills, such as play skills, social skills, safety skills, leisure skills, and skills needed to implement treatment plans or programs. Participants will also learn how to apply these strategies most effectively given a learner's existing repertoires and how to plan for maintenance and generalization of targeted skills. Throughout the workshop, participants will **practice writing** BST programs and **role-play** the implementation of these programs with a group; participants will also have the opportunity to develop a program relevant to their client or child based on the BST approach.

### **Learning Objectives:**

Upon completing this workshop, participants will be able to:

1. Identify skills that can be taught using the Behavioral Skills Training (BST) approach
2. Develop BST programs based on a learner's existing skills, including plans for generalization and maintenance
3. Implement BST programs to teach a variety of skills to learners with a range of verbal and social skills repertoires

## **Workshop 2**

**\*Title:** Recognizing Behavioral Signs/Indicators of Psychiatric, Medical, and/or Dental Problems in Individuals with Developmental Disabilities

**Authors:** Susan Ford, Ph.D., BCBA-D, Alabama Department of Mental Health  
Patricia McClanahan, PhD, Alabama Department of Mental Health  
William Thornton, PsyD, LPC, Alabama Department of Mental Health  
David Ziskind, PhD, BCBA-D, Alabama Department of Mental Health

**Time:** 8:30-11:30 (3)

### **Bios:**

#### **Susan Ford, Ph.D., BCBA-D**

Dr. Ford is currently the Director of Psychological and Behavioral Services for the Division of Intellectual Disabilities in the Alabama Department of Mental Health. She oversees the Comprehensive Support Services (CSS) program, which is comprised of three professional teams who work with people who have intellectual disabilities as well as severe behavioral challenges along with any number of other co-occurring disorders/conditions. Dr. Ford has worked in the field of developmental disabilities since the early 1980's. In addition to her current position, Dr. Ford has held paid or volunteer positions that include the following: Instructor of Psychology at the college level in Louisiana and Alabama, Substitute Houseparent and Counselor at a home for juvenile status offenders, Classroom Trainer for adults with intellectual disabilities, Professional Advocate for persons with intellectual disabilities and/or mental illness, Director of Behavioral Services at two state developmental centers, Clinical Director at a state developmental center, Counselor for adults with intellectual disabilities and for children and adults with attention deficit disorders in the Psychology Clinic at the University of New Orleans, Suicide Help Line Volunteer, and Team Leader for one of the Alabama CSS teams. Dr. Ford has a M.S. in Clinical Psychology, a Ph.D. in Applied Developmental Psychology, and is a Board Certified Behavior Analyst-Doctoral level.

#### **Patricia McClanahan, Ph.D.**

Dr. McClanahan is currently the Director/Team Leader of the Central Alabama Comprehensive Support Services (CSS) Team for the Division of Intellectual Disabilities in the Alabama Department of Mental Health. Team members work with people who have intellectual disabilities as well as severe behavioral challenges along with any number of other co-occurring disorders/conditions. The Central Alabama Team serves individuals in two of the ID services regions of the state, which includes approximately 1/3 of the counties in Alabama, in addition to consultations at Partlow Developmental Center. Dr. McClanahan has worked in the field of psychology providing outpatient and community services to individuals (child, adolescent, adult), families, groups, domestic violence offenders, psycho-education and outreach, and inpatient services. In addition to her current position, she has been a Psychologist in the Admissions Co-Occurring Disorders Unit at a state psychiatric hospital. She also served as a Psychologist in Behavioral Health Center of Eastern Band of Cherokee Indians for approximately five years before returning home to Alabama. Dr. McClanahan attained her Ph.D. in Clinical Psychology at Emory University in 2001.

#### **William Thornton, PsyD, LPC**

Dr. Thornton is currently the Director/Team Leader of the North Alabama Comprehensive Support Services (CSS) team for the Division of Intellectual Disabilities in the Alabama Department of Mental Health. The team members work with people who have intellectual disabilities as well as severe behavioral challenges along with any number of other co-occurring disorders/conditions. The team serves individuals in two of the ID services regions of the state, which includes approximately 1/3 of the counties in Alabama. Dr. Thornton has worked in the field of psychology for many years. In addition to his current position, he has been a Psychological Associate in the Behavioral Services departments at two state developmental centers and in the Clinical Services department at one center. He served as a Psychologist in the military, has been a Counselor, and was a Community Mental Health Center Director for several years. Dr. Thornton studied Behavior

Analysis at Southern Illinois University. He has a Psy. D. degree in Psychology and is a Licensed Professional Counselor.

**David Ziskind, PhD, BCBA-D**

David Ziskind is a Board Certified Behavior Analyst and received his Ph.D. in experimental psychology in 1987 from Tufts University in Boston, MD. David currently serves as Regional Behavior Analyst and Director of Comprehensive Support Services for Alabama Department of Mental Health in Mobile, AL. In this position, he provides behavior analytic services to southwestern Alabama, provides consulting services to care providers on specific client problems, develops behavior programs, and completes staff training, and evidence-based treatment planning and delivery.

**Abstract:**

Participants will be provided with information regarding the ways in which symptoms associated with psychiatric diagnoses and/or medical/ dental problems can present as challenging behaviors. The importance of including consideration of these factors when conducting a functional behavior assessment will be stressed. Each presenter will discuss specific case studies that illustrate the types of behavioral signals/challenges they have encountered in their work with people for whom psychiatric, medical, and/or dental problems were identified as underlying factors. Relevant research regarding these issues will be presented as well. The speakers will utilize lecture, group discussion, and review of case studies to present the information for this workshop.

**Learning Objectives:**

After attending this workshop, participants will be able to:

1. Discuss the importance of considering potential psychiatric, medical, and/or dental problems when conducting a functional behavior assessment.
2. Identify behaviors that can be indications of psychiatric, medical, or dental problems.
3. Identify research findings relevant to this topic.

**Workshop 3**

**\*Title:** Organizational Behavior Management for Human Service Professionals: How to Manage Staff to Produce Optimal Client Outcomes

**Author:** David Wilder, Ph.D, BCBA-D, Florida Institute of Technology

**Time:** 1:30-4:30 (3)

**Bio:** Dr. Wilder is a full professor at Florida Institute of Technology. He graduated with his PhD from the University of Nevada in 1998 and completed his post-doctoral fellowship at Johns Hopkins School of Medicine/Kennedy Krieger Institute in 1999. Prior to joining the faculty at Florida Institute of Technology, Dr. Wilder was an Assistant Professor at University of the Pacific for 4 years.

**Abstract:** The field of Organizational Behavior Management (OBM) offers a number of assessment and intervention procedures which can be used to manage the performance of staff in human service settings. The focus of this workshop will be on these assessment and intervention techniques. Topics will include pinpointing performance, developing and using scorecards to measure performance, the use of preference assessment techniques, performance analysis, and feedback procedures. As part of the workshop, learners will participate in exercises which provide practice in assessing performance and developing and implementing an intervention to improve staff performance in a human service setting.

**Learning Objectives:**

At the end of this workshop, participants will be able to:

1. Define performance.
2. Describe and use a performance scorecard.
3. Describe preference assessment techniques to be used with staff.
4. Describe methods of assessing the environmental variables related to poor performance

5. Describe and apply feedback procedures to improve staff performance

**Thursday, November 11, 2010**

**Symposium Title:** Research on Teaching Procedures for Children with Autism

**Chair:** James E. Carr, Ph.D., BCBA-D, Auburn University

**Time:** 8:30-10:00 (1.5)

**First Presentation**

*Title:* A Comparison of Methods for Teaching Receptive Labeling to Children with Autism

*Authors:* Laura L. Grow (St. Cloud State University), JAMES E. CARR (Auburn University), Tiffany M. Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center), Candice M. Jostad (Munroe-Meyer Institute, University of Nebraska Medical Center), and April N. Kisamore (Western New England College)

**Second Presentation**

*Title:* A Comparison of Structured and Play-Based Language Interventions for Children with Autism

*Authors:* KANEEN B. GEIGER, James E. Carr, Linda A. LeBlanc, Amy S. Polick, & Megan R. Heinicke (Auburn University)

**Third Presentation**

*Title:* A Component Analysis of Video Modeling Packages

*Author:* KIMBERLEY H. SMITH (Auburn University)

**Bios:**

**James E. Carr**, Ph.D., BCBA-D is an associate professor of psychology at Auburn University and co-director of its applied behavior analysis graduate program. His current research and clinical interests include the behavioral treatment of autism and intellectual disabilities, verbal behavior, and practitioner training. Dr. Carr has published over 100 scientific articles and is currently a member of the board of directors of the Behavior Analyst Certification Board. He is currently an associate editor of the journals *Behavior Analysis in Practice* and *The Behavior Analyst* and is a past associate editor of *Journal of Applied Behavior Analysis*. Dr. Carr received his Ph.D. in 1996 from Florida State University and previously served on the psychology faculties at University of Nevada-Reno (1996-1999) and Western Michigan University (1999-2008).

**Kaneen B. Geiger**, M.A., BCBA, is currently a doctoral candidate in the Experimental Psychology program at Auburn University under the supervision of Dr. Linda LeBlanc. She received her master's degree in Behavior Analysis from Western Michigan University and has been a Board Certified Behavior Analyst since 2008. Kaneen has worked with individuals with developmental disabilities for seven years. She currently works as a practicum supervisor at the Little Tree Preschool in Auburn. Her primary research interests include treatment evaluations for early intervention with children with autism, preference assessments, and the incorporation of technology to enhance teaching effectiveness with individuals with developmental disabilities.

**Kimberley H. Smith**, M.S., BCBA completed her B.S. in Psychology at The University of Montevallo and her M.S. in Psychology with a specialization in Behavior Analysis at Auburn University. She is completing her doctorate in Psychology at Auburn University. Her professional interests include the application of behavior analysis principles and procedures to a variety of populations, primarily children with autism spectrum disorders, developmental disabilities, and other behavior disorders. Her other interests include organizational behavior management for businesses and human service agencies, providing training in ABA for teachers and university students, and researching new teaching modalities for children with autism, specifically video-modeling.

**Abstract:** This symposium will include four data-based presentations on procedural research in the area of early childhood autism intervention. In the first presentation, Jim Carr will present data from a comparison study of methods to teach receptive labeling. In the second presentation,

Kaneen Geiger will present data from an investigation of structure and play-based versions of discrete-trial language instruction. In the fourth presentation, Kim Smith will present data from a component analysis of video modeling interventions.

**Learning Objectives:**

Audience members attending the presentation will be able to:

1. Identify receptive labeling as an auditory-visual conditional discrimination and briefly describe a method for successfully teaching the repertoire.
2. Describe how play characteristics can be incorporated into discrete-trial teaching.
3. Describe various aspects of video modeling and how they contribute to the procedure's effects.

**Symposium Title:** Recent Research on Increasing Compliance and Intraverbal Behavior Among Young Children

**Chair:** David Wilder, Ph.D., BCBA-D, Florida Institute of Technology

**Time:** 10:00-11:30 (1.5)

**First Presentation**

**Title:** An Analysis of Prompting Levels Necessary to Achieve Compliance

**Authors:** Anthony Fischetti, David A. Wilder, Kristin Myers, Katie Nicholson, and Janelle Allison (Florida Institute of Technology)

**Bio:**

**Anthony Fischetti**

Mr. Fischetti is a second-year M.S. student in Applied Behavior Analysis at the Florida Institute of Technology. He has worked in home and clinic-based setting serving children with and without disabilities. His interests include verbal behavior, parent training, and the assessment and treatment of problem behavior.

**Abstract:** Least-to-Most prompting procedures typically involve progression from a less restrictive method of prompting (e.g., verbal prompt) to a mid-level of restrictiveness (e.g., a model prompt) to a more restrictive prompting method (e.g., "hand-over-hand" guidance). Sometimes called 3-step prompting, this procedure has been shown to be effective to increase compliance in many children (Wilder & Atwell, 2006). However, even this procedure may fail to increase compliance in a timely manner among some children. In the current study, we present data from 3 cases in which a 3-step prompting procedure did not result in improved compliance within a reasonable time frame. Additional procedures, such as elimination of the model prompt, decreasing the amount of time between prompts, and differential reinforcement of compliance with arbitrary items, were needed to increase compliance to acceptable levels in each of these participants. Results are discussed in terms of practical adjustments practitioners can make to increase the effectiveness of 3-step and other prompting procedures.

**Second Presentation**

**Title:** Intermediate-level Verbal Behavior Training: The Effects of Matrix Training on Verbal Responding

**Authors:** Katie Nicholson, David A. Wilder, Daniel DeRosa, and Leny Velasquez (Florida Institute of Technology)

**Bio:**

**Katie Nicholson**

Mrs. Nicholson is a first-year doctoral student in the Ph.D. program in Behavior Analysis at the Florida Institute of Technology. She has worked with children with autism and other developmental disabilities for over 10 years. Her interests include teaching language to children with disabilities, the assessment and treatment of problem behavior, and organizational behavior management.

**Abstract:** The intraverbal relation is a verbal operant that is evoked by a verbal stimulus, bears no point-point-correspondence with the evocative stimulus, and is maintained by social reinforcers. It is important to teach intraverbal behavior to children who present with difficulties in learning language because it facilitates conversation and appropriate responding in academic settings. Complex intraverbal behavior, in which the speaker must attend to two or more salient components in a compound verbal stimulus, has been little studied. Matrix training is a strategy for arranging two or more sets of stimuli to be trained in order to produce recombinative generalization to untrained stimuli. The Matrix strategy has been successful at teaching children more complex forms of discriminations in other verbal operants. The purpose of this study was to examine the effects of a treatment package consisting of delayed prompting, reinforcement and error correction that incorporates the systematic target selection procedures derived from the language Matrix training research on the acquisition of complex intraverbal behavior. Three typically developing girls participated in this study. All three participants learned to emit accurate responses to the complex questions when they were directly taught. Two out of three demonstrated very limited generalization to responding to complex questions that were not directly trained, while the third did not generalize at all.

### **Third Presentation**

**Title:** Further Evaluation of Rationales to Increase Compliance among Preschool Children

**Authors:** Kristin Myers, David A. Wilder, Katie Nicholson, Janelle Allison, and Anthony T. Fischetti (Florida Institute of Technology)

### **Bio:**

#### **Kristin Myers**

Ms. Myers is a second-year doctoral student in the Ph.D. program in Behavior Analysis at the Florida Institute of Technology. She has provided behavioral services in the foster care system in the State of Florida and has worked with children with autism and other developmental disabilities. Her interests include teaching behavior analysis as well as the assessment and treatment of problem behavior.

### **Abstract:**

Previous research suggests that rationales, or statements describing why a child should comply with a caregiver-delivered instruction, are ineffective at increasing compliance. In the current study, we examined the effects of rationales delivered 10 s after noncompliance to the initial instruction or after participants vocally responded to the initial instruction. The results indicated that rationales were ineffective for two participants; a guided compliance procedure was necessary to increase compliance for these children. The rationales were effective for a third participant. Problem behavior varied within and across conditions, but was generally higher during the rationales and guided compliance conditions.

### **Learning Objectives:**

Participants attending presentation will be able to:

1. State what least-to-most prompting is, what 3-step prompting is, and how to adjust their practice to maximize the effectiveness of these prompting procedures.
2. Identify the intraverbal relation, one method of teaching it, and the extent to which generalization to other intraverbals can be achieved via this method.
3. Describe rationales and the conditions under which they may be useful to increase compliance among young children.

**\*Title:** The Day All the Fish Died: 101 Things You Never Expected When Providing Services for Individuals with Special Needs and How to Respond Professionally in Any Situation

**Panelists:** Donna Satterlee Ross, M.Ed., Patricia Murphy, M.Ed. (The Learning Tree, Inc.), Aimee Spruill, M.Ed. (The Little Tree Preschool-Jacksonville)

**Chair:** Paige McKerchar, Ph.D., BCBA-D (Jacksonville State University)

**Time:** 8:30-9:30 (1)

**Bio:** Donna Satterlee Ross, M.Ed. is a certified guidance counselor, co-author of “That’s Life With Autism” (Jessica Kingsley, 2006), a professional development student at Jacksonville State University pursuing her dream of becoming a BCBA, and the mother of 3 including a 4 year old daughter diagnosed with the genetic disorder Tuberous Sclerosis. She is a graduate of the University of Florida and Penn State University.

**Abstract:** No matter how many years you’ve spent in school or in the profession, there will always be occasions that catch you off guard, where you feel unprepared. Frequently you may be asked questions you don’t have a clue about (especially when it comes to autism), but as the “expert” you feel responsible for finding the answer. And, of course, there will be times when things just get downright weird. Peppered with our own “war stories” and humorous anecdotes, our panel of parents and seasoned professionals will explore “down-to-earth” solutions for dealing with difficult situations.

Topics will include, but are not limited to:

- Puberty
- IEPs
- working with school staff
- church
- diet
- interacting with medical professionals
- home environment
- what’s out there for clients over 21

By the time one completes a two-year master’s program he/she will have amassed a great deal of knowledge regarding principles and procedures of behavior analysis. However, the opportunity to develop professional etiquette can vary widely based on an individual’s experiences and internship environment. We encourage all students, educators, family members, counselors and new professionals, psychologists as well as those who have “been around the block a few times” to join us for this lively and frank discussion.

**Learning Objectives:**

At the conclusion of this panel discussion, participants will be able to:

1. State strategies to use when working with clients who ask them to do things and request information outside of their job description/professional abilities.
2. Discuss how to build relationships of trust with family members without blurring personal/professional boundaries.
3. Discuss difficult situations they have encountered and effective resolutions.

**\*Symposium Title:** Assessing Consequences for use in Clinical and Social Validity Applications

**Authors:** Nicole M. Powell, PsyD and Nathan A. Call, PhD, BCBA-D, Marcus Autism Center

**Time:** 9:30-10:30 (1)

**Bios:**

**Nicole M. Powell, PsyD**

Nicole Powell received her Bachelor of Science degree in Psychology from Denison University in 2005. She earned her Doctor of Philosophy degree from Wright State University School of Professional Psychology in 2010. She is currently a Postdoctoral Psychology Fellow within the Language and Learning Clinic (LLC) at the Marcus Autism Center. She is responsible for case management, supervision of direct clinical staff, and research protocol development and implementation. Her current research interests include systematic evaluation of strategies to promote skill acquisition and examining habituation to response reduction procedures.

**Nathan A. Call, PhD, BCBA-D**

Dr. Call received his doctorate in school psychology from the University of Iowa in 2003 under the mentorship of David P. Wacker, Ph.D. He completed a pre-doctoral internship at the University of Iowa Hospitals and Clinics and Center for Disabilities and Development, and a postdoctoral fellowship at the Marcus Autism Center and Emory University under the supervision of Wayne Fisher, Ph.D, and Henry S. Roane, Ph.D. Dr. Call is currently the director of the Behavior Treatment Clinics at the Marcus Autism Center. In addition, Dr. Call is the coordinator of the Severe Behavior programs. Dr. Call's current research interests include the assessment and treatment of severe behavior disorders as well as the behavior mechanisms that influence the effectiveness of said assessments and treatments. This work has led him to work with many children diagnosed with autism and other developmental disabilities and their families. Dr. Call has an active research agenda that includes publishing and presenting research in applied behavior analytic forums.

**First Presentation**

**Title:** The Effectiveness of Reductive Procedures for Severe Problem Behavior over Time

**Authors:** Nicole Powell (The Marcus Autism Center), Natalie A. Parks (The Marcus Autism Center), Nathan A. Call (The Marcus Autism Center and Emory University School of Medicine)

**Abstract:** A variety of reinforcement based interventions have been identified as being successful in reducing severe problem behavior. However, when reinforcement based interventions are insufficient for the reduction of problem behavior that poses a significant threat to the client or others, it is sometimes necessary to utilize punishment based strategies. Research has demonstrated that stimulus avoidance assessments such as the one proposed by Fisher, Piazza, Bowman, Hagopian, Langdon (1994) can be an effective method of identifying likely aversive stimuli to be used in response reduction procedures. However, in some cases, response reduction procedures may lose effectiveness over time. Specifically, the stability of the avoidance index over time, and any potential corresponding, degradation of treatment effectiveness, should be studied. Four individuals who engaged in severe problem behavior participated in the current study. For each participant, several reinforcement based strategies had been unsuccessful at reducing severe problem behavior. An initial stimulus avoidance assessment was used to identify the consequence most likely to function as an effective punisher. Additional stimulus avoidance assessments were conducted every other treatment day to assess for variations in aversiveness over time. The avoidant index was monitored for the chosen treatment procedure and variability across assessments was observed. For two participants, decreases over time were observed in the avoidance index for the item initially rates as most aversive. For the other two participants, no significant decreases were seen in the avoidant index over time. Additionally, each participant's treatment package was monitored for corresponding treatment degradation. No negative treatment effects were observed for any participants.



**Learning Objectives:**

At the end of this presentation, participants will be able to:

1. Examine the stimulus avoidance procedure and the avoidance index in terms of stability of aversion (habituation)
2. Discuss possible mechanisms that may account for changes within the avoidance index over time
3. Identify the relationship, if any, between treatment effectiveness and results of the stimulus avoidance procedure

**Second Presentation**

**Title:** Preferences for social attention in children with autism: a functional taxonomy

**Authors:** Nathan A. Call, M. Alice Shillingsburg (The Marcus Autism Center and Emory University School of Medicine), Crystal N. Bowen, and Addie J. Findley (The Marcus Autism Center)

**Abstract:** Impairments in social interactions are one of the core behavioral manifestations required for a diagnosis of autism. However, there is a significant heterogeneity across individuals with respect to the degree and quality of impairments in their social interactions. One way to sub-categorize individuals with autism may be to measure the extent to which social interactions function as a reinforcer. Previous attempts to categorize individuals with autism based on social behavior have relied on caregiver report (Castellow & Dawson, 1993). One such example is the Wings Subtype Questionnaire (WSQ). This system categorized individuals according to their social behavior. Subtyping may be useful to behavior analysts because it may be the case that certain interventions can be shown to be more or less effective for individuals with specific symptomology or characteristics. The current study attempted to measure the extent to which attention did or did not function as a reinforcer for three children with autism using observable behavior. Participants were exposed to a series of concurrent operant conditions in which they could either interact with a novel therapist or avoid social interaction with the therapist. The response effort required to maintain access to or avoid attention increased in subsequent conditions. Participants were grouped into categories based on their preferences for attention and the level of effort expended to maintain access to or avoid attention. Patterns in choice responding were categorized according to the Wings subtype questionnaire into aloof, passive, and active subtypes, and were correlated with outcomes of intensive behavioral intervention for other skill deficits characteristic of autism, such as language.

**Learning Objectives:**

At the end of this presentation, participants will be able to:

1. Discuss the autism subtypes and how it can impact treatment outcomes for children with ASD.
2. Describe an overview of the Wings subtype questionnaire.
3. Discuss the impact of intervention on subtypes.

**Third Presentation**

**Title:** Discounting of Delayed Outcomes of Treatments by Parents of Children with Developmental Disabilities

**Authors:** Nathan A. Call (The Marcus Autism Center and Emory University School of Medicine) and Addie J. Findley (The Marcus Autism Center)

**Abstract:**

Research has found that certain populations are more sensitive to delays (e.g., gamblers, individuals with ADHD, substance abusers, etc.) than others. These populations have shown a greater propensity to select a sooner smaller reward at the expense of a larger later reward than members of control groups. Caregivers of children with developmental disabilities may be one such population that is especially susceptible to discontinuing of delayed treatment outcomes. Treatments for behavioral excesses and deficits associated with developmental disabilities sometimes require consistent implementation for extended periods before the child's behavior

decreases to socially significant levels. Thus, caregivers of children with disabilities may perceive choices about interventions as a choice between sooner but smaller or lower probability improvements versus delayed but larger or more probable ones. The present study investigated the extent to which caregivers of children with caregivers discounted delays to treatment outcomes. Using procedures consistent with those of other studies on delay discounting, caregivers were provided with a series of choices regarding interventions and hypothetical outcomes that would reduce their child's behavioral challenges following differing delays. For each participant, indifference points were calculated to determine their sensitivity to delayed outcomes. Clinical implications regarding treatment designs were considered, including the possibility of customizing treatments to best fit certain caregiver profiles.

### **Learning Objectives:**

At the end of this presentation, participants will be able to:

1. Discuss how the delay to treatment effectiveness may influence caregivers' choice of treatment.
2. Discuss clinical implications in terms of specialized treatment packages based on caregiver sensitivity to delay.
3. Identify future lines of research regarding caregiver decision making.

**Title:** The Role of Problem Solving in Teaching Complicated Verbal Repertoires

**Author:** James E. Carr, Ph.D., BCBA-D, Auburn University

**Time:** 10:30-11:30 (1)

### **Bio:**

#### **James E. Carr, Ph.D., BCBA-D**

James E. Carr, Ph.D., BCBA-D is an associate professor of psychology at Auburn University and co-director of its applied behavior analysis graduate program. His current research and clinical interests include the behavioral treatment of autism and intellectual disabilities, verbal behavior, and practitioner training. Dr. Carr has published over 100 scientific articles and is currently a member of the board of directors of the Behavior Analyst Certification Board. He is currently an associate editor of the journals *Behavior Analysis in Practice* and *The Behavior Analyst* and is a past associate editor of *Journal of Applied Behavior Analysis*. Dr. Carr received his Ph.D. in 1996 from Florida State University and previously served on the psychology faculties at University of Nevada-Reno (1996-1999) and Western Michigan University (1999-2008).

### **Abstract:**

Language training curricula for individuals with developmental disabilities often include programs that teach expressive or intraverbal categorization in which learner is taught to answer questions such as "What toys do you have at home?" Although such repertoires are undoubtedly important, some instructional approaches instill these repertoires as rote intraverbal chains. However, it is apparent that many sophisticated learners answer such categorical questions not through rote learning but by first engaging in other (often covert) problem solving responses. In this presentation, I will share the results of two investigations in which preschool-aged children were successfully taught verbal and visual imagining strategies to answer questions about category membership. The implications of these studies for teaching language to individuals with developmental disabilities will be discussed and some recommendations toward that end will be provided.

### **Learning Objectives:**

Upon the conclusion of this presentation, audience members will be able to:

1. Define the intraverbal relation.
2. Describe how learners have been taught to answer questions about category membership as intraverbals.
3. Explain Skinner's analysis of problem solving.
4. Describe how problem solving can be used to teach children how to answer questions about category membership.

### **Invited Address**

**\*Title:** First Steps to Critical Thinking: Using Behavior Analysis to Teach Reading Comprehension

**Author:** Janet S. Twyman, Ph.D., BCBA, Headsprout (LOA)

**Time:** 1:30-2:30 (1)

**Bio:** A noted educator and researcher, Janet Twyman is the Vice President of Instructional Development at Headsprout, where she significantly contributed to the development of Headsprout's Sprout Learning™ technology and led the effort to build that technology into a highly effective beginning reading program. Dr. Twyman developed the research methods and systems that led to Headsprout's ground-breaking scientific formative evaluation model of program development — coordinating all elements of instructional design, scripting, graphic creation, animation, sound engineering, story development and writing, software engineering, and usability testing within the research model.

Formerly the Executive Director of the Fred S. Keller School, a model early childhood center, and an adjunct associate professor at Columbia University Teachers College, Dr. Twyman has been a long-time advocate and investigator of research-based instruction and systems design. She has conducted research and taught courses focusing on effective instruction, technology and education, teacher development, and systems approaches to effective education. She has published and presented widely on these and other topics of broader conceptual interest. Dr. Twyman earned her Ph.D. from Columbia University Teachers College, and is a certified elementary and special education teacher and principal/school administrator. She has authored several book chapters, and published descriptive and experimental studies on learning and education, and sits on the board of several schools and organizations in the public and private sector.

**Abstract:** Reading comprehension entails a complex repertoire that is highly dependent on the information present and the specific type of question asked (e.g. literal, inferential, summative, and vocabulary comprehension). This presentation will provide an analysis of the component skills involved in reading comprehension and how that analysis is translated into systematic thinking strategies, which are then explicitly taught to young learners via the internet-based program Headsprout® Reading Comprehension. Formative evaluation data (e.g., direct observation, video analysis, analysis of automated performance data) related to the design, development, evaluation, and refinement of the program will be presented.

### **Learning Objectives:**

After attending this presentation, participants will be able to:

1. Describe the critical and variable attributes involved in 4 different types of reading comprehension questions.
2. Describe the role vocabulary plays in comprehension and become familiar with methods to rapidly increase student vocabulary.
3. Describe how formative evaluation data can inform the design, development, or delivery of instructional programs.

### **Invited Address**

**\*Title:** Techniques for Getting Staff Members to do what they were Hired to do: Recent Research on Improving Safety and Performance in Human Service Settings

**Author:** David Wilder, Ph.D., BCBA-D, Florida Institute of Technology

**Time:** 2:30-3:30 (1)

**Bio:** Dr. Wilder is a full professor at Florida Institute of Technology. He graduated with his PhD from the University of Nevada in 1998 and completed his post-doctoral fellowship at Johns Hopkins School of Medicine/Kennedy Krieger Institute in 1999. Prior to joining the faculty at

Florida Institute of Technology, Dr. Wilder was an Assistant Professor at University of the Pacific for 4 years.

**Abstract:**

One of the most challenging aspects of working as a behavior analyst in human service settings is arranging the environment so that staff members will properly and consistently carry out behavioral programming. In this presentation, data from two studies on the safety and performance of human service staff will be presented. First, the effects of response effort on safe behaviors (i.e., glove wearing, hand sanitizing, and electrical outlet replacement) exhibited by therapists at an autism treatment center were examined. Participants were exposed to two or three levels of effort (i.e., high, medium, low) for each dependent variable. Results showed increased safe performance during the low effort conditions relative to other conditions across all dependent variables. After the response effort manipulation, performance feedback was added to increase and maintain safe performance. Results are discussed in terms of the practical utility of manipulating response effort to increase safety in human service settings. In the second study, the consistency of staff preference for items / activities they might earn as part of a performance improvement plan was evaluated. Data were collected on item / activity preference at regular intervals over a three month period at group homes and day training facilities for individuals with developmental disabilities in two states. Correlation coefficients were used to evaluate the extent to which items maintained their ranks over time. Results showed that evaluating staff preference for items / activities as part of an ongoing performance improvement program is best done on a regular (i.e., as often as weekly) basis. The practical aspects of maintaining an ongoing performance improvement plan to produce optimal staff performance will be discussed.

**Learning Objectives:**

At the end of this presentation, participants will be able to:

1. Describe response effort manipulations to improve staff safety and performance
2. Describe how to assess staff preference for items / activities which might be used as part of a staff performance improvement program
3. Describe the optimal time frame for conducting preference assessments with staff

**Title:** Function-based treatments for escape-maintained problem behavior: A treatment-selection model for practicing behavior analysts.

**Authors:** Kaneen Geiger, M.A., BCBA, James E. Carr, Ph.D., BCBA-D, Linda LeBlanc, Ph.D., BCBA-D (Auburn University)

**Time:** 3:30-4:30 (1)

**Bio:**

**Kaneen Geiger, M.A., BCBA**

Kaneen Geiger is currently a doctoral candidate in the Experimental Psychology program at Auburn University under the supervision of Dr. Linda LeBlanc. She received her master's degree in Behavior Analysis from Western Michigan University and has been a Board Certified Behavior Analyst since 2008. Kaneen has worked with individuals with developmental disabilities for seven years. She currently works as a practicum supervisor at the Little Tree Preschool in Auburn. Her primary research interests include treatment evaluations for early intervention with children with autism, preference assessments, and the incorporation of technology to enhance teaching effectiveness with individuals with developmental disabilities.

**Abstract:**

Escape from instructional activities is a common maintaining variable for problem behavior. A number of effective treatments have been developed for this function including activity choice, curricular revision, demand fading, differential reinforcement, escape extinction, instructional strategy revision, and noncontingent escape. However, not every treatment is equally well-suited to a particular client or therapeutic environment. Each of these treatments has characteristics that make them optimal for certain environments and clients, but less optimal for others. This presentation will summarize the most commonly researched function-based treatments for

escape-maintained behavior and describe the clinical contexts for which they are most appropriate. In addition, this presentation will provide some of the client and environmental variables that must be considered when selecting the most optimal treatment for escape-maintained problem behavior. It may be challenging for practitioners to simultaneously consider all of the relevant client and environment variables that should impact treatment selection. One solution to this challenge is to prioritize the clinical considerations and follow a specific model in decision-making. The clinical model for treatment selection in this presentation is based on ethical responsibilities, safety and practical considerations, and organizational issues. Finally, this presentation will provide a case example that will display the use of the clinical model to select a treatment based on the client's characteristics and the constraints of the therapeutic environment.

**Learning Objectives:**

At the end of this presentation, participants will be able to:

1. Identify several acceptable function-based treatments for escape-maintained problem behaviors.
2. State client and environmental considerations that should guide selection of the most appropriate treatment.
3. Select an appropriate treatment based on a decision-making model.

**Title:** Inclusion and Transition: Means and Ends

**Authors:** David N. Ellis, Ph.D. and James D. Sears, J.D. (University of South Alabama)

**Chair:** Leigh Ann Strain, M.S., BCBA (The Little Tree Preschool-Auburn)

**Time:** 3:30-4:30 (1)

**Bios:**

**David N. Ellis, Ph.D.**

David received his Ph.D in 1990 from Vanderbilt University in Education and Human Development: Mental Retardation Research. He currently serves as Coordinator of Special Education Teacher Training Programs and Professor at University of South Alabama. He has presented at a number of professional conferences and has published a number of articles.

**James Sears, J.D.**

James Sears received his J.D. in 1988 from The University of Alabama; he received his Ed.D and M.Ed from University of Florida where his studies focused on Special Education/Mental Retardation. Dr. Sears is currently an Adjunct Professor in the Department of Special Education at University of South Alabama. In addition, he represents children and adults with disabilities privately through Sears Law Firm.

**Abstract:**

Many schools have adopted an inclusive education model for students with disabilities. Through such models students with disabilities are physically, instructionally, and, ideally, socially integrated with students without disabilities in their natural school environment. The rationale for such a service delivery model includes civil rights, socialization, and accountability. Such access to natural educational environments mirrors access to community-based environments in adulthood and should promote the long-range generalization of pro-social and other functional skills. The speakers will address basic inclusion strategies, instructional considerations for short- and long-term skill acquisition, and the means-end dilemmas inherent in social institutions.

**Learning Objectives:**

After attending this presentation, participants will be able to:

1. Define inclusion.
2. State the rationale for inclusive instruction.
3. State the rationale for non-inclusive instruction.
4. Explain the legal mandates for nonrestrictive placements

**Friday, November 12, 2010**

**\*Title:** Antecedent Manipulations in the Treatment of Pediatric Feeding Disorders  
**Authors:** Ashley Odom, Adina Knight, David Jaquess, Ph.D., William Sharp, Ph.D.  
(The Marcus Autism Center)

**Time:** 8:30-9:30 (1)

**Bios:**

**William Sharp, Ph.D.**

Dr. Sharp is the Program Manager for outpatient services in the Feeding Disorders Program at the Marcus Autism Center, a not-for-profit organization with a mission to provide information, services and program to children with autism and related disorders. He is also an Instructor of Pediatrics at Emory University School of Medicine. Dr. Sharp's work focuses on developing and evaluating behavioral approaches for addressing severe feeding difficulties and other challenging behaviors and disseminating this technology to parents, educators, and practitioners. He has co-authored a treatment manual for parents on this topic, and he has published numerous peer reviewed journal articles and book chapters related to psychological treatment of children.

**Ashley Odom, M.S.**

Ashley Odom is a Clinical Specialist II in the Feeding Disorders Program at the Marcus Autism Center. She has been working in this position since March 2007. She graduated from Mercer University with a BS in Psychology in 2006. She completed a Master's degree in Community Counseling through Mercer University in 2008. Her clinical and research interests include the use of behavioral interventions to address pediatric feeding disorders as well as parenting education.

**Adina Knight**

Adina Knight is a Clinical Specialist I in the Feeding Disorders Program at the Marcus Autism Center. She has been working this position since February 2006. She graduated from University of West Georgia with a BA in Psychology in 2005. Her clinical and research interests include the examination of antecedent manipulations to address refusal topographies in children with pediatric feeding disorders.

**Abstract:**

The importance of consequence-based strategies, such as escape extinction and/or differential reinforcement, in the treatment of pediatric feeding disorders is well documented; however, the contribution of antecedent manipulations (e.g. variety, texture, bite size, presentation) in improving mealtime behaviors have gained less attention. This omission is surprising since antecedent manipulations are often incorporated into larger treatment packages along with one or more consequence-based strategies. The current symposium seeks to address this limitation by presenting two studies evaluating the use of antecedent manipulations in the treatment of four children with chronic food refusal and gastrostomy-tube (G-tube) dependence. All treatment occurred at an interdisciplinary day treatment feeding program. In the first study, the impact of bite presentation (i.e., upright spoon vs. flipped spoon) on expulsions and swallowing was evaluated for three participants, using an alternating treatments design. In all three cases, flipped spoon presentations were associated with fewer expulsions and more rapid swallowing. Flipped spoon presentations were subsequently incorporated into treatment and the spoon volume was systematically increased. Efforts to transition back to an upright spoon were variably successful. In the second study, a reversal design was used to evaluate the use of blending (i.e., combining non-preferred and preferred foods) in a case involving chronic expulsions with varied by food. Findings indicated blending was associated with fewer expulsions across all target foods. A fading procedure was subsequently used to eliminate the use of blending during meals. Results from both studies suggest antecedent manipulations have the potential to provide practitioners with an expanded repertoire of treatment methods for addressing problematic eating patterns.

**Learning Objectives:**

At the end of this presentation, participants will be able to:

1. Identify problem behaviors that interfere with appropriate intake among children with chronic feeding difficulties.
2. Discuss key research supporting the use of behavioral intervention to address chronic food refusal.
3. Identify antecedent versus consequence-based elements of behavioral treatments.

**Title:** Developing a Statewide Professional Development Organization for Autism Service Providers: The Alabama Autism Provider Network

**Authors:** Linda LeBlanc, Ph.D., BCBA-D (Auburn University), Lee Yount, M.Ed., FACHE (Glenwood, Inc.), Jerre Brimer, M.Ed. (The Learning Tree, Inc.), Jade Carter, Ed.D. (Horizons School)

**Time:** 8:30-9:30 (*1: professional development/ethics*)

**Bios:**

**Linda LeBlanc, Ph.D., BCBA-D**

Linda LeBlanc, Ph.D. is an associate professor of Psychology at Auburn University and a Board Certified Behavior Analyst. She currently serves as a member and Vice President of the Alabama Autism Provider Network. Her primary activities in service delivery involve training future providers of behavior analytic services through the Auburn Behavior Analysis and Developmental Disabilities M.A. program and collaboration with service providers and school systems in the Auburn-Opelika area.

**Lee Yount, M.Ed., FACHE**

Lee Yount, M.Ed, FACHE is the President and CEO of Glenwood, Inc. Lee currently serves as the Past-president of the Alabama Autism Provider Network and previously served as the founding president. Her primary activities in service delivery involve school-based, consultation, and residential services for children and adults with intellectual disabilities and autism in the greater Birmingham area.

**Jerre Brimer, M.Ed.**

Jerre Brimer, M.Ed. is the Executive Director of The Learning Tree, Inc. Jerre currently serves as the president of the Alabama Autism Provider Network and previously served as the vice president of the organization. His primary activities in service delivery involve preschool and school-based, consultation and residential services to children with intellectual disabilities and autism in Mobile, Jacksonville and Tallassee, Alabama.

**Jade Carter, Ed.D.**

Jade Carter, EdD is the Director of Horizons School in Birmingham, Alabama. Jade currently serves as the secretary of the Alabama Autism Provider Network. Her primary activities in service delivery involve post-secondary school-based services focused on establishing independent living skills for young adults age 18-26 with disabilities who need supports transitioning to full personal independence as an adult.

**Abstract:**

In 2007, legislation was proposed pertinent to coordinating and improving autism services throughout Alabama. As a result, the Alabama Autism Task Force was created and provided a 2009 Task Force report to the Alabama Governor and Legislature. Survey of opportunities and challenges in autism services throughout the state made it clear that Alabama could benefit from establishment of a network of autism service providers. The Alabama Autism Provider Network (AAPN) was established with a primary mission to promote collaboration among service providers in Alabama and to promote best practice, standards and regulations to ensure that quality services are made available to individuals, in Alabama, with Autism Spectrum Disorders, their families and caregivers. The goals of the group are to educate and advocate at the local, state, regional and federal levels; to provide networking opportunities to ensure familiarity with services throughout the state; foster collaboration for improvement of access and quality of services; and to collaborate on educational, research, and service delivery opportunities throughout the state.

This panel discussion will provide a history of the development of the organization and an update on the status of statewide autism activities. The discussion will focus on strategies for promoting an atmosphere conducive to collaboration and professional development for members from diverse backgrounds and disciplines. In addition, the panel members will discuss professional and ethical issues that arise in establishing organizations populated by potentially competing providers and strategies for successful resolution of those issues. The panel members will also describe the structure of the organization as well as the membership requirements and application process for attendees who may be interested in participating in the provider network.

**Learning Objectives:**

After attending this presentation, participants will be able to:

- 1) Identify key events in the history of the development of the AAPN.
- 2) State the current status of ongoing initiatives of the Alabama Autism Interagency Coordinating Council.
- 3) Identify the pertinent BACB ethical guidelines for participating in multi-disciplinary group activities that foster professional development and networking.

**Title:** An Evaluation of Applied Behavior Analysis in a Special Education Classroom for Students with Autism

**Authors:** Julia Zimmerman\*, MS, BCBA; Allison Maupin\*, BS; Anna Craft, MS, BCBA; Jennifer Bredthauer, PhD, BCBA-D (Glenwood Autism and Behavioral Health Center)

\*presenters

**Time:** 9:30-10:30 (1)

**Bios:**

**Julia Zimmerman, M.S., BCBA**

Julia has been at Glenwood Autism and Behavioral Health Center since October 2008. She has been working in the field of intellectual disabilities and autism since 2002, serving individuals from preschool age to adults. Julia received a BA in psychology and a MS in Applied Behavior Analysis and Developmental Disabilities from Auburn University. She received her Board Certification in Behavior Analysis in December 2005.

**Allison Maupin, B.S.**

Allison has been at Allan Cott School at the Glenwood Autism and Behavioral Health Center since June 2008. She received a BS in Early Childhood Special Education from Auburn University. Allison collaborated in the development and implementation of the first applied behavior analytic classroom at Glenwood.

**Abstract:**

Research with individuals with autism and other intellectual disabilities has scientifically demonstrated the effectiveness of using Applied Behavior Analysis (ABA) for teaching and maintaining skills and replacing problem behavior with appropriate social skills. Glenwood's Allan Cott School has begun incorporating the principles and methods of ABA into self-contained special education classrooms for children and adolescents with autism. Teachers and paraprofessionals complete an extensive ABA training and practice program designed and conducted by Board Certified Behavior Analysts. Training topics include: a brief history of ABA, basic principles of behavior analysis, conducting descriptive analyses of behavior to determine its function, preference assessment, effective use of reinforcement to increase adaptive behavior, prompting hierarchies, errorless teaching, discrete trial training, incidental teaching, extinction of unwanted behavior, generalization of skills, and making data-driven treatment decisions. ABA assessments of language, academic and social abilities, as well as maladaptive behavior are completed prior to introduction of ABA in the classroom. Student progress is measured by tracking each component of IEP work through daily data collection, repeating the ABA assessments, and the evaluation of the classroom teacher. The first year of an ABA classroom



with students ranging in age from 6 to 15 years at Allan Cott School will be reviewed. The ABA approach will be discussed along with recommendations for teaching strategies, classroom structure, and techniques for individualizing student goals to promote independence. Outcome data summarizing student progress show that students made significant gains in communication and social skills, and IEP goals were mastered much more quickly than during the previous school year.

### **Learning Objectives:**

At the conclusion of this presentation, participants will be able to:

1. Identify how ABA programs can be adapted for older student populations.
2. Identify strategies and techniques of Applied Behavior Analysis that promote skill developmental and maintenance.
3. State how to use quantitative measures of performance to assess student progress in the classroom.

**\*Title:** Behavior Analysis at Jacksonville State University

**Authors:** Paige McKerchar, Ph.D., BCBA-D, Todd McKerchar, Ph.D., BCBA-D, Steven Stout, Ph.D., BCBA-D (Jacksonville State University)

**Time:** 9:30-10:30 (1)

### **Bios:**

#### **Paige McKerchar, Ph.D., BCBA-D**

Dr. McKerchar received her Ph.D. from the University of Kansas and is a board certified behavior analyst. As a professor at Jacksonville State University, she works closely with The Little Tree Preschool in Jacksonville to provide undergraduate and graduate students with practicum and research experience. Her research and teaching interests are in functional assessment, child development, developmental disabilities, the evaluation of preschool teaching strategies, the treatment of problem behavior, and the analysis of verbal behavior.

#### **Todd McKerchar, Ph.D., BCBA-D**

Dr. McKerchar received his Ph.D. from the University of Kansas and completed a NIDA-funded postdoctoral assistantship at the University of Vermont. He is currently a professor at Jacksonville State University and a board certified behavior analyst. Broadly stated, Dr. McKerchar's research interests are in the experimental analysis of human and nonhuman behavior. More narrowly, he has recently focused on the theoretical and quantitative nature of the temporal and probability discounting functions.

#### **Steven Stout, Ph.D., BCBA-D**

Dr. Stout is an Associate Professor at Jacksonville State University. He received his Ph.D. from Texas Christian University and is a board certified behavior analyst. His current research interests are in learning, broadly defined. They include mathematical models of acquired behavior, cue competition, trial order effects, the reinforcement omission effect, and application of behavioral principles in public school systems. He recently founded Sirius Education, Inc., a nonprofit organization dedicated to using applied behavior analysis for the improvement of education in Northeast Alabama.

### **Abstract:**

Jacksonville State University's (JSU) master's program in psychology offers a Behavior Analyst Certification Board (BACB)-approved course sequence and training in the analysis of behavior. Students complete courses in the experimental analysis of behavior and applied behavior analysis. Courses in the experimental analysis of behavior teach students about basic functional relations between environmental events and behavior, whereas courses in applied behavior analysis train students in the application of those basic behavioral principles to human populations. Research and practicum experience is available in our animal and human research facilities, as well as several local practicum sites.

This presentation covers a broad sample of behavior analysis research that has been conducted with the assistance of JSU master's students and organizations in the Jacksonville area. First, we will discuss methods for conducting a functional analysis of noncompliance and subsequent selection of appropriate treatment interventions. Next, we will provide an overview of the temporal discounting process and discuss its implications for applied behavior analysis. Finally, we will conclude with a demonstration of the use of behavior analytic principles in a public, general education setting. Taken together these presentations illustrate the breadth of behavior analysis as a field and as an area of study at Jacksonville State University.

### **Learning Objectives:**

After attending this presentation, participants will be able to:

1. Identify components of a functional analysis of noncompliance.
2. Describe the relevance of temporal discounting in applied behavior analysis
3. Discuss procedures for applying behavioral principles in a public education setting.

### **Invited Address**

**\*Title:** Elimination Disorders: A Review and Update for Behavior Analysts

**Author:** Patrick Friman, Ph.D., ABPP (Boys Town)

**Time:** 10:30-11:30 (1)

### **Bio:**

#### **Patrick Friman, Ph.D., ABPP**

Dr. Patrick C. Friman received his Ph.D. from the University of Kansas under the mentorship of Edward R. Christophersen and the late Montrose Wolf. He is the current Director of the Boys Town Center for Behavioral Health and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He was formerly on the faculties of Johns Hopkins, University of Pennsylvania, and Creighton Schools of Medicine. He was also formerly the Director of the Clinical Psychology Program at University of Nevada as well as the Associate Chairman of the Department of Psychology. He is the former Editor of the *Journal of Applied Behavior Analysis* and is the current president of the Association for Behavior Analysis International. He is also on the editorial boards of nine peer reviewed journals. He has published more than 180 scientific articles and chapters and three books. The primary focus of his scientific and clinical work is in the area of Behavioral Pediatrics and Behavioral Medicine. Dr. Friman's work in behavioral pediatrics has concentrated on the gap between primary medical care for children on one side, and referral-based clinical child psychological and psychiatric care, on the other. He also specializes in consultation regarding workplace issues such as motivation, dealing with difficult people, change, and pathways to success. As an example of the impact of his work, following the publication on sleep problems a few years ago, the American Medical Association invited him to headline a press conference in New York City where he was presented to the press by the Surgeon General of the United States.

### **Abstract:**

Elimination disorders affect as many 25% of all children between 4 and 6 years of age. If incomplete toilet training of three year old children is included, the percentage can go as high as 50%. Although the disorders diminish with age, a substantial portion of teenagers remain afflicted. Historically, these problems were attributed to either character defect (stubborn, lazy) or psychopathology. A residue of these interpretations remains in United States culture along with widespread misunderstanding of the disorders. For example, incontinence is the second leading cause of child abuse. The advent of effective medical treatment diminished (but did not eradicate) the influence of characterological and psychopathological interpretations of elimination disorders and increased understanding of them, even among laypersons. But medical accounts often do not supply methods for addressing the non medical aspects of the disorders. And there is a gap in behavioral health services for afflicted children. Virtually all cases are first seen in primary care, but large percentages are incompletely treated due to limited time and behavioral resources of primary care physicians. This gap could be filled readily by well informed behavior analysts. The

purpose of this talk is to do just that, inform professionals and individuals about the well established basics of incontinence and about the most recent findings pertaining to assessment, interpretation, and treatment.

**Learning Objectives:**

After attending this presentation, participants will be able to:

1. List at least 4 components of a behavioral assessment of nocturnal encopresis.
2. Describe at least 4 components of an empirically supported behavioral treatment protocol for nocturnal enuresis.
3. List at least 4 components of a behavioral assessment of functional encopresis.
4. Describe at least 4 components of an empirically supported behavioral treatment protocol for functional encopresis.

**Presidential Address**

**\*Title:** What Makes a “Good” Behavior Analyst in This Day and Age?

**Author:** Susan Ford, Ph.D., BCBA-D (Alabama Department of Mental Health)

**Time:** 1:30-2:30 (1)

**Bio:**

Dr. Ford is currently the Director of Psychological and Behavioral Services for the Division of Intellectual Disabilities in the Alabama Department of Mental Health. She oversees the Comprehensive Support Services (CSS) program, which is comprised of three professional teams who work with people who have intellectual disabilities as well as severe behavioral challenges along with any number of other co-occurring disorders/conditions. Dr. Ford has worked in the field of developmental disabilities since the early 1980’s. In addition to her current position, Dr. Ford has held paid or volunteer positions that include the following: Instructor of Psychology at the college level in Louisiana and Alabama, Substitute Houseparent and Counselor at a home for juvenile status offenders, Classroom Trainer for adults with intellectual disabilities, Professional Advocate for persons with intellectual disabilities and/or mental illness, Director of Behavioral Services at two state developmental centers, Clinical Director at a state developmental center, Counselor for adults with intellectual disabilities and for children and adults with attention deficit disorders in the Psychology Clinic at the University of New Orleans, Suicide Help Line Volunteer, and Team Leader for one of the Alabama CSS teams. Dr. Ford has a M.S. in Clinical Psychology, a Ph.D. in Applied Developmental Psychology, and is a Board Certified Behavior Analyst-Doctoral level.

**Abstract:**

Evidence of continued interest in the shaping of behavior will be presented from a diverse array of resources that include both professional journals and “pop culture” media sources. A description of characteristics considered essential for the “good” behavior analyst will be provided. The relevance of being a “good” behavior analyst will be explained within the context of a wide variety of settings / environments / cultures that currently exist in our society. Finally, some ideas will be shared to show how the “good” behavior analyst can improve Alabama.

**Learning Objectives:**

Upon completion of this session, participants will be able to:

1. list characteristics that might define a “good” behavior analyst
2. describe how these characteristics are relevant to a number of settings/environments/cultures within society
3. share some ideas about how behavior analysts with these characteristics can improve Alabama

**\*Title:** Using Behavior Analysis to Improve the Lives of Older Adults  
**Presenter:** Linda LeBlanc, Ph.D., BCBA-D (Auburn University)  
**Time:** 2:30-3:30 (1)

**Bio:**

**Linda LeBlanc, Ph.D., BCBA-D, MI Licensed Psychologist**

Linda A. LeBlanc, Ph.D., BCBA-D, MI Licensed Psychologist is an associate professor of psychology at Auburn University and co-director of its applied behavior analysis graduate program. Dr. LeBlanc received her Ph.D. in 1996 from Louisiana State University and previously served on the psychology faculties at Claremont McKenna College (1997-1999) and Western Michigan University (1999-2008). Her current research and clinical interests include the behavioral treatment of autism and developmental disabilities across the lifespan, behavioral gerontology, verbal behavior, and technology-based interventions. Dr. LeBlanc has published over 70 articles and book chapters and is a current associate editor of *Education and Treatment of Children* and a former associate editor of the *Journal of Applied Behavior Analysis*. She serves as an editorial board member for *Behavior Analysis in Practice*, *Behavioral Interventions*, *Behavioral Modification*, *European Journal of Behavior Analysis*, *Research in Autism Spectrum Disorders*, *Research in Developmental Disabilities* and *The Behavior Analyst*. Dr. LeBlanc serves on the Board of Directors of the Association for Professional Behavior Analysts and the Alabama Autism Provider Network and has worked with state agencies in both Michigan and Alabama on improving identification and education and treatment practices for individuals with autism and improvement of training and professional preparation systems for autism providers.

**Abstract:**

The observed increase in the number and proportion of adults over the age of 60 in the United States has been referred to as the “graying of America.” In particular, recent decades have seen a substantial increase in the number of individuals who live into their 80s and 90s. With increased age comes increased risk of health and cognitive concerns that can result in decreases in quality of life and functional independence. Behavior analysts are in a position to improve the lives of older adults by using our principles and procedures to create environments that foster independence and active engagement, prevent unnecessary disability, and minimize problem behaviors that impact social relationships. In addition, behavior analysts who understand the functional determinants of important health behaviors can individualize supports for older adults to maintain health and wellness. Recent research will be presented to illustrate contributions of behavior analysis in designing aspects of nursing home care, using functional assessment to understand factors that contribute to dehydration, and management of problem behaviors that arise during the progression of dementia. Potential future research ideas will be discussed as well as strategies for entering into the field of aging from other areas of applied behavior analysis.

**Learning Objectives:**

Upon completion, attendees will be able to:

1. Provide examples of common difficulties of older adults that illustrate failed stimulus control and the importance of establishing and abolishing operations.
2. Identify strategies for conducting functional assessments of “behaviors that should occur but don’t” and for behavioral excesses.
3. Generate avenues for entry into behavioral gerontology from another area of behavior analysis.