



alaba



ALABAMA ASSOCIATION FOR  
BEHAVIOR ANALYSIS

1-3

**October**

# 23<sup>RD</sup> ANNUAL CONVENTION

DOUBLETREE HOTEL  
BIRMINGHAM, AL

## ***About ALABA***

The Alabama Association for Behavior Analysis (ALABA) serves as a scientific and professional reference group that embraces the principles and practices of behavior analysis. Our goal is to promote research that will advance the understanding of behavior and to identify and promote the use of effective and humane behavioral procedures that meet the educational and habilitative needs of individuals. In addition, ALABA strives to serve as a resource for political, legislative, and policy-making bodies in Alabama in ways that support the scientific and professional interests of behavior analysis.

ALABA is a membership-based organization that provides an annual convention as a forum for presentation of scientific and technological achievements. The association is a chapter of the Association for Behavior Analysis International and affiliate of the Association of Professional Behavior Analysts.

### **Our Mission**

The Alabama Association for Behavior Analysis was founded in 1992 to promote the ethical, humane and effective application of behavior principles in all segments of Alabama society, including education, rehabilitation, developmental disabilities, business, industry, and government.

## ***Continuing Education Information***

In order to receive a CEU for an event you must have attended the entire event and had the Continuing Education Verification Form signed at the beginning and end of the event. Signatures will not be provided for attendees who arrive more than 10 minutes late or leave more than 10 minutes early. Signatures will also not be provided retroactively. CE fees can be paid by cash, check, or credit.

### **Cancellations and Refunds**

Cancellations are subject to a 25% cancellation fee. All refund requests must be submitted to AlabamaABA@gmail.com by 10/3/2014. After 10/3/2014, refund requests will not be honored. A substitute participant may be designated in place of the registrant who is unable to attend. For more information or special accommodations, contact ALABA at AlabamaABA@gmail.com.

### **Continuing Education Units (CEU)**

ALABA offers continuing education units for BCBAs and BCaBAs.. All individuals wishing to earn continuing education units must complete all appropriate paperwork prior to the conclusion of the convention. Continuing education units are \$10 per hour and must be paid on-site at the convention.

## ***Invited Keynote Speakers***



### **Gina Green, Ph.D., BCBA-D**

**Dr. Green** received a PhD in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's degree studies at Michigan State University. She has been a faculty member in Behavior Analysis and Therapy at Southern Illinois University; Director of Research at the New England Center for Children in Southborough, Massachusetts; Associate Scientist at the E.K. Shriver Center for Mental Retardation in Waltham, Massachusetts; Research Associate Professor of Psychiatry and Pediatrics, University of Massachusetts Medical School; and a Lecturer in Public Health and Special Education at San Diego State University. Currently Dr. Green is the Executive Director of the Association of Professional Behavior Analysts, and a consultant in private practice in San Diego. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries, as well as the experimental analysis of behavior. Dr. Green co-edited the books *Behavioral Intervention for Young Children with Autism* and *Making a Difference: Behavioral Intervention for Autism*. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis. Dr. Green also serves on the Board of Trustees and the Autism Advisory Group of the Cambridge Center for Behavioral Studies and the advisory boards of several autism programs and organizations. She is a Board Certified Behavior Analyst-Doctoral, former president of the Association for Behavior Analysis and the California Association for Behavior Analysis, a former member of the Board of Directors of the Behavior Analyst Certification Board, a founding Director of the Association of Professional Behavior Analysts, and a Fellow of the American Psychological Association, the Council for Scientific Medicine and Mental Health, and the Association for Behavior Analysis.

*Psychology Today* named her "Mental Health Professional of the Year" in 2000. In 2005 she was awarded an honorary Doctor of Science degree from The Queen's University of Belfast, Northern Ireland for her work in autism. In 2013 she received the Award for Outstanding Contributions to Behavior Analysis from the California Association for Behavior Analysis and the John W. Jacobson Award for Contributions to Behavior Analysis from the New York State Association for Behavior Analysis. Dr. Green lectures and consults widely on autism and related disorders, behavioral research, effective interventions for people with disabilities, and public policies affecting the practice of applied behavior analysis.



## **Nicole Rodriguez, Ph.D., BCBA-D**

**Dr. Rodriguez** is an Assistant Professor at the University of Nebraska Medical Center and the Coordinator of the Early Intervention program at the Munroe-Meyer Institute. She has received training at some of the top institutions in which behavior analysis is taught and applied, including Post-Baccalaureate training in Applied Behavior Analysis at the University of Florida, clinical and research training at the Johns Hopkins University School of Medicine's Kennedy Krieger Institute, graduate training under the supervision of Dr. Rachel Thompson at the University of Kansas and Western New England University, and post-doctoral training under the mentorship of Dr. Wayne Fisher where she currently resides at the Munroe-Meyer Institute. She has authored several book chapters and published peer-reviewed research studies in top journals in our field, including the Journal of Applied Behavior Analysis, the Journal of the Experimental Analysis of Behavior, and The Analysis of Verbal Behavior. She has also served on the editorial board of JABA and as a co-investigator on an NIH-funded grant.

Dr. Rodriguez's research interests are largely guided by her clinical work in early intervention and autism spectrum disorders. Much of her research is applied in that it has a direct clinical impact on the children and families who serve as participants. However, she is also interested in translational research that allows for a better understanding of the processes that underlie the efficacy of procedures. Topics of current research projects include: understanding and treating invariant responding in autism, addressing faulty stimulus control, and establishing divergent and convergent control in verbal behavior, developing a procedure for evaluating the efficacy of token systems, developing a model for training caregivers whose primary language is Spanish.



## **Kevin Luczynski, Ph.D., BCBA-D**

**Dr. Luczynski** is an Assistant Professor at the University of Nebraska Medical Center and the Director for the recently initiated Virtual Care Program at the Munroe Meyer Institute. He received a Bachelor of Arts in Psychology from Illinois State University in 2004. From 2004 to 2006, Dr. Luczynski worked as a Clinical Specialist at the Johns Hopkins University School of Medicine's Kennedy Krieger Institute where the intensity of the clinical services improved his understanding of within-subject methodology, environmental determinants of behavior, and the value of working within a community of clinical experts. During this period, he also earned a Master of Arts degree in Applied Behavior Analysis from the University of Maryland at Baltimore County. Dr. Luczynski earned his Ph.D. in Behavior Analysis at Western New England University under the supervision of Dr. Gregory P. Hanley in 2011 and completed a pre-doctoral fellowship at the Munroe-Meyer Institute under the mentorship of Dr. Wayne Fisher in the same year.

Currently, he specializes in leveraging web-based technologies to provide parent training and early intervention services to families who live in areas where there are few or no professionals trained in applied behavior analysis. This direction for expanding services in applied behavior analysis is supported, in part, by a grant from the Department of Defense because access to high-quality services is especially important to military families with a child with autism who tend to serve in remote areas. In 2013, Dr. Luczynski and colleagues partnered with Autism Action Partnership, a Nebraska-based organization passionate about advocating and supporting families touched by autism, to leverage web-based technologies to provide teacher training and assist in designing and monitoring skill-acquisition and behavior-management programs to schools throughout Nebraska.

Dr. Luczynski's area of service delivery had led to several new lines of research: (a) comparing the accuracy, reliability, and efficiency of different measurement systems for scoring child-parent interactions in their home over extended observation periods, (b) determining the accuracy and reliability of infrared-capable cameras with motion-detection software for measuring children's nighttime sleep disturbances and comparing the additive and interactional effects of behavioral and pharmacological treatments for improving children's sleep, and (c) evaluating the extent that parent-training procedures promote generalization and maintenance of parents ability to teach functional-communication and delay-tolerance skills at home and identify potential barriers to sustained treatment implementation.

**Wednesday, October 1, 2014**  
**Workshop Sessions**

**9:00 AM – 12:00 PM**

CE units offered: 3

**Teaching Discrimination and Matching Skills to Learners With Autism and Related Disorders**

GINA GREEN (Association for Professional Behavior Analysts)

Many important skills involve recognizing and responding to differences among stimuli, such as numbers, letters, and words. There are also many occasions when physically dissimilar stimuli must be treated as if they are the same in some sense, such as objects and corresponding pictures, spoken words and corresponding objects, pictures, people, etc. Many individuals with autism and related disorders do not learn such skills readily from exposure to typical teaching procedures. Research has shown that certain teaching methods are likely to produce the desired stimulus control, while others may establish errors that can impede learning. This presentation provides an overview of effective methods for teaching discrimination and matching skills, with an emphasis on practical strategies for minimizing errors.

**Learning Objectives:**

At the conclusion of the workshop, participants will be able to:

1. Write or describe verbally two everyday examples of simple discriminations.
2. Write or describe verbally two everyday examples of conditional discriminations, one visual-visual, one auditory-visual.
3. State and briefly describe three types of errorful response patterns that learners can develop during match-to-sample training.
4. State and briefly describe teaching methods to prevent or overcome those errors.

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**12:00 PM – 1:30 PM**

**LUNCH ON YOUR OWN**

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**1:30 PM – 4:30 PM**

CE units offered: 3

**The Top 5 Things I Learned About Programming for Instruction in Early Intervention**

NICOLE RODRIGUEZ (University of Nebraska Medical Center's Munroe-Meyer Institute)

There are a lot of decisions involved when programming instruction for early intervention for children diagnosed with autism such as which goals and specific targets to teach, the type of prompt to use, and how to arrange reinforcement. In addition, as programs progress, decisions must be made regarding whether procedures need to be changed, when to do so, and the type of change that is warranted. This workshop will explore factors that should be considered when developing and troubleshooting programs and is intended for behavior analysts and other practitioners providing early intervention to children diagnosed with an autism spectrum disorder or other related developmental disorders. An emphasis will be placed on teaching that is based on a verbal behavior approach and transfer of stimulus control procedures. Attendees are encouraged to bring de-identified data for a specific case for which they have had trouble teaching (past or present).

**Learning Objectives:**

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

1. Articulate at least three factors that should be considered when selecting a prompt.
2. Recognize examples of conditions that may produce faulty stimulus control.
3. Articulate at least two methods of addressing prompt dependency.
4. Understand the advantages of taking data on the types of errors.

**Thursday, October 2, 2014**  
**Convention Sessions**

**9:00 AM – 9:50 AM**

**KEYNOTE ADDRESS**

CE units offered: 1

**Public Policies on the Practice of ABA:  
Status and Some Lessons Learned**

**GINA GREEN (Association for Professional Behavior Analysts)**

Historically, relatively few behavior analysts and behavior analysis organizations have been involved in advocating for public policies to protect and advance the field. The knowledge and skills required to work effectively in the public policy arena have generally been given short shrift in most behavior analysis training programs. As a result, the recent proliferation of laws and regulations governing the practice of applied behavior analysis have caught many in the field unprepared. Part of the mission of the Association of Professional Behavior Analysts (APBA) is to represent ABA practitioners in advocating for public policies. APBA has worked with policymakers, behavior analysts, and consumers on a variety of laws and regulations in many U.S. states and a couple of other countries. Some emerging trends in the types of policies being adopted as well as successful and unsuccessful tactics are described, and suggestions for training behavior analysts to work in the public policy arena are offered.

**Learning Objectives**

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

1. State three reasons for behavior analysts to be involved in public policy work.
2. Describe tactics that have been effective and ineffective in securing adoption of laws and regulations to protect and advance behavior analysis.

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**10:00 AM – 10:50 AM**

**PRESENTATION**

CE units offered: 1

**Increasing Physical Activity in Adults with Intellectual Disabilities**

**SARA BICARD, Erin Blanton, Angela Russell, & Michael Esco (Auburn University-Montgomery)**

Individuals with intellectual disabilities have a higher prevalence of inactive lifestyles and lower levels of fitness than the general population. Lack of physical activity increases the risk for developing chronic diseases such as obesity, type 2 diabetes and heart disease. Numerous studies point to the unanimous consensus that regular exercise dramatically improves health. In order to promote healthy lifestyles, we are striving to increase the physical activity of participants in non-instructional settings. There is limited research on increasing the physical activity of adults with intellectual disabilities outside of training settings. Hastie et al. (2012) found verbal prompts and a group oriented-contingency more effective in increasing the number of steps taken by elementary students after school hours as compared verbal prompting or no prompting. This study replicates Hastie et al. (2012) by employing a single subject reversal design. Participants had intellectual disabilities and ranged in age from 18 to 25. Baseline, verbal prompting, and group-oriented contingencies were systematically alternated between weeks during a biweekly fitness education program provided in an inclusive wellness center on a university campus. A pedometer measured the number of steps taken outside of the fitness program. Overall, participants increased physical activity outside of the training setting. Suggestions for practitioners and future research will be provided.

**Learning Objectives**

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

1. Understand the importance of physical activity to consumers and one's own health and fitness
2. Identify ways to increase physical activity in adults with disabilities
3. Identify ways to measure physical activity in adults with disabilities

**11:00 AM – 11:50 AM**

**KEYNOTE ADDRESS**

CE units offered: 1

**An Individualized and Comprehensive Approach to Teaching Conversation and Greeting Skills to High-Functioning Individuals with Autism Spectrum Disorders**

KEVIN LUCZYNSKI (University of Nebraska Medical Center's Munroe-Meyer Institute)

Individuals with an autism spectrum disorder commonly exhibit deficits in social skills, which can lead to poor academic achievement, unemployment, and psychopathologies (Bellini, Peters, Benner, & Hopf, 2007; Chadsey-Rusch, Rusch, & O'Reilly, 1991). The purpose of the current project was to improve conversational and greeting skills during unscripted interactions with two teenagers and a child. Selection of the skills was based on direct observation of the participants' social-skill deficits and caregiver preferences. Teaching consisted of behavioral skills training in a trial-based format. We assessed the effects of our teaching on generalization of the social skills across several unfamiliar adults or peers and assessed maintenance of the skills over a 1-month period. We also assessed the caregivers' social acceptability of the improvements in their child's social skills. The teaching procedures lead to acquisition, generalization, and maintenance for nearly all acquired skills. The results provide initial support for an individualized and comprehensive assessment and intervention process for addressing social skills deficits with individuals with autism spectrum disorders.

**Learning Objectives**

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

1. Describe the procedures used to identify the social-skill deficits for all individuals.
2. Discover how assessment and teaching opportunities are embedded throughout unscripted conversations and greetings.
3. Report the applied implications of the current approach to improving conversation and greeting skills.
4. List two important areas for future research.

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**12:00 PM – 2:00 PM**

**LUNCH ON YOUR OWN**

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**2:00 PM – 2:50 PM**

**PRESENTATION**

CE units offered: 1

**Low Publication Rate of 2005 ABAI Presentations: Are CEU Standards Sufficiently Rigorous?**

JOHN RAPP (Auburn University), Sarah Richling, Janie Funk, Jaimie D'Agostini, Vicki Moreno, & Natalia Garrido (University of Nevada-Reno)

This study determined the percentage of presentations at the annual conference of the Association for Behavior Analysis in 2005 with the autism (AUT) and developmental disabilities (DDA) codes (N = 880) that (a) provided continuing education units (CEUs) for Board Certified Behavior Analysts (BCBAs) and Board Certified Assistant Behavior Analysts (BCaBAs) and (b) included content that was published in a peer-reviewed outlet. Results indicate that only 76 (8.6%) presentations were ultimately published. Although posters were not eligible for CEUs, posters accounted for 58.7% of the published presentations. Specifically, posters presented by a university-affiliated presenter accounted for 44.7% of presentations with published content. As a whole, only 10.5% of AUT and DDA presentations offering CEUs contained data sets that were published. Considered together, these results suggest that the preponderance of the content provided to BCBAs and BCaBAs for CEUs may not be sufficiently rigorous to guide clinical practices. We discuss some possible options for addressing this problem.

**Learning Objectives**

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

1. Describe the submission process for CEU presentations at ABA-I
2. Describe the BACB criteria for providing CEU presentations
3. Discuss potential problems the stem from current CEU practices

**3:00 PM –3:50 PM**

**KEYNOTE ADDRESS**

CE units offered: 1

**Behavioral Variability and Autism**

NICOLE RODRIGUEZ (University of Nebraska Medical Center’s Munroe-Meyer Institute)

Discrete-trial instruction (DTI) is a direct and systematic method that uses repeated practice to teach new skills. Although effective in teaching a variety of skills to children diagnosed with autism, DTI has been criticized for producing rote responding (e.g., greeting peers the same way each time; Cihon, 2007). Given that children with autism already have a propensity to engage in invariant responding, we sought to evaluate the extent to which components that are typical of DTI contribute to rote responding. We used a translational model to (a) assess the effects of a therapist modeling varied versus rote responses on response acquisition and varied responding during the teaching of intraverbal categorization and (b) lag contingencies with and without variable-models on variability. In addition to discussing the specific results of these studies and how prompting and reinforcement affect behavioral variability, the presentation will include a broader discussion of invariability in autism, its implications, and suggestions for future research.

**Learning Objectives**

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

1. Discuss the implications of invariant responding for individuals diagnosed with autism
2. Describe the effects of modeling variability within prompts during discrete trial instruction on varied responding and skill acquisition
3. Compare the effects of two types of contingencies on varied responding: (a) ANY contingencies, which allow but do not require variability versus (b) Lag contingencies in which reinforcement is made contingent on varied responding



**Friday, October 3, 2014**  
**Convention Sessions**

**9:00 AM – 9:50 AM**

**PRESENTATION**

CE units offered: 1

**Treatment of Escape-Maintained Problem Behavior: Finding the Sweet Spot and Giving Up Control**

DAVID BICARD (Behavior Analysts of Central Alabama)

Escape maintained problem behavior during instruction appears among the most difficult to treat. By definition when the behavior occurs it already accessed reinforcement. Typically, consequent manipulations will almost always include some aversive stimulation from which the individual escaped in the first place. This presentation will discuss two antecedent strategies to make escape maintained problem behavior less frequent, if not irrelevant during discrete trial instruction with embedded functional communication training. In the first study we manipulated the amount of time of between-instruction access to a preferred item on the number of instructional trials before high intensity aggressive behavior occurred for an 8-year-old boy with Autism and a history of ineffective ABA instruction. The results showed differential effects of escape based on between-instruction time interacting with the preferred item. In the second study I manipulated choice options for a 4 year old boy with Autism and Oppositional Defiant Disorder who engaged in high frequency elopement that was multiply controlled by attention and escape. In no-choice and pre-session choice conditions elopement frequency was high, in the within-instruction choice condition escape was non-existent. At the end of this presentation we will discuss the implications for practice.

**Learning Objectives**

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

1. Describe the effects of between-instruction access to a preferred item on escape during discrete trial instruction.
2. Describe the effects of three choice options on escape during discrete trial instruction.
3. Describe two strategies to decrease escape during instruction.

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**10:00 AM – 10:50 AM**

**PRESENTATION**

CE units offered: 1

**Updates on Practicing ABA in Alabama**

PAIGE MCKERCHAR (Jacksonville State University)

This past spring, Alabama became the 15th state to license behavior analysts. Although this is an important step in the right direction, we have a lot of work left to do to promote behavior analysis services and have our licensure recognized by funding agencies. This presentation is designed to inform attendees about the current status of behavior analyst licensure and state regulation, as well as offering attendees an opportunity to ask questions and provide suggestions regarding the future of ABA regulation in Alabama.

**Learning Objectives**

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

1. Find updates regarding Alabama state licensure
2. Search state legislation for bills potentially affecting behavior analysts in Alabama
3. Respond to requests for assistance with legislative action in the future

**11:00 AM – 11:50 AM**

**PRESIDENTIAL ADDRESS**

CE units offered: 1

**Maintaining Ethical Practices Across Disciplines**

SARA BICARD (Auburn University-Montgomery)

Many behavior analysts work in settings in which multiple standards of ethical practice may apply. For example, a behavior analyst working in a school system may be accountable to the ethical practices specified by the *Behavior Analysis Certification Board (BACB) Guidelines for Responsible Conduct for Behavior Analysts*, *Alabama Educators Code of Ethics*, and *Council for Exceptional Children (CEC) Ethical Principles and Practice Standards*. This presentation will identify ethical practice standards from major organizations, certification boards, and government for disciplines such as behavior analysis, education, and psychology. Commonalities and differences between these ethical practice standards will be discussed to increase understanding of how to better practice behavior analysis across settings in an ethical manner.

**Learning Objectives**

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

1. Identify major organizations, certification boards, and government that maintain ethical practice standards for settings in which behavior analysts work
2. Identify ethical practice standards that apply to multiple settings
3. Understand the commonalities and differences in ethical practices across disciplines

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**12:00 PM – 2:00 PM**

**LUNCH ON YOUR OWN**

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**2:00 PM – 2:50 PM**

**ALABA Business Meeting**

\*All members are welcome to attend!

ALABA's annual business meeting is an opportunity for members to discuss issues related to behavior analysis in Alabama and the surrounding states with the Executive Committee and other members. The Executive Committee will discuss this year's goals for our organization and invite you to be an important part of the planning process. ALABA's mission is fulfilled by the active participation of our members. We hope to see you there!



## ***2014 Executive Committee***

### **President-Elect**

Sara Bicard (Auburn University-Montgomery)

### **President**

Leigh Ann Strain (The Learning Tree, Inc.)

### **Past-President**

Todd McKerchar (Jacksonville State University)

### **Members-at-Large**

Sacha Pence (Auburn University)

Ryan Zayac (University of North Alabama)

Ashley Walker (Milestones Behavior Consulting, LLC)

Sabrina Franks (Alabama Dept. of Human Resources, Family Services Division)

### **Students-at-Large**

Shelby Brooks (Jacksonville State University)

### **Executive Director**

Paige McKerchar (Jacksonville State University)

We are currently accepting nominations for the following Executive Committee positions:

- President-Elect (3-year term)
- Student-at-Large (minimum 1-year term)

Full members may nominate a member for one or more positions using the Executive Committee Nomination form available at the registration desk. Nominations must be submitted by October 14, 2014. Executive Committee terms start January 2015.

***Special Thanks***

ALABA would like to thank all its members for supporting our goals and mission; with special thanks to those who helped make this year’s convention successful!

**Keynote Speakers**

Gina Green

Kevin Luczynski

Nicole Rodriguez

**Presenters**

Sara Bicard

John Rapp

Paige McKerchar

David Bicard

**Student Volunteers**

Rachel Arena

Kalie Bible

Shelby Brooks

Sheridan Chambers

Katherine Donahoe

Olivia Gaston

Kseniya Gutman

Madison Harris

Heather Mclain

Jennifer Nordal

Mary Reagan

Edward Reese

Angelyn Rhames

Laura Schneller

Laura Senn

Jennifer Trobaugh

Heatherly Williford

**ALABA 2014 Convention Overview**  
**Wednesday, October 1, 2014**

<b>Time</b>	<b>Activity</b>	<b>CEU</b>
8:30 – 1:30	Registration	
9:00 – 12:00	<i>Teaching Discrimination and Matching Skills to Learners With Autism and Related Disorders</i> <b>Gina Green, Workshop 1</b>	3
12:00 – 1:30	<b>Lunch on your own</b>	
1:30 – 4:30	<i>The Top 5 Things I Learned About Programming for Instruction in Early Intervention</i> <b>Nicole Rodriguez, Workshop 2</b>	3

**Thursday, October 2, 2014**

<b>Time</b>	<b>Activity</b>	<b>CEU</b>
8:00 – 3:00	Registration	
9:00 – 9:50	<i>Public Policies on the Practice of ABA: Status and Some Lessons Learned</i> <b>Keynote Address by Gina Green</b>	1
10:00 – 10:50	<i>Increasing Physical Activity in Adults With Intellectual Disabilities</i> <b>Sara Bicard</b>	1
11:00 – 11:50	<i>An Individualized and Comprehensive Approach to Teaching Conversation and Greeting Skills to High-Functioning Individuals With Autism Spectrum Disorders</i> <b>Keynote Address by Kevin Luczynski</b>	1
12:00 – 2:00	<b>Lunch on your own</b>	
2:00 – 2:50	<i>Low Publication Rate of 2005 ABAI Presentations: Are CEU Standards Sufficiently Rigorous?</i> <b>John Rapp</b>	1
3:00 – 3:50	<i>Behavioral Variability and Autism</i> <b>Keynote Address by Nicole Rodriguez</b>	1

**Friday, October 3, 2014**

<b>Time</b>	<b>Activity</b>	<b>CEU</b>
8:30 – 11:00	Registration	
9:00 – 9:50	<i>Treatment of Escape-Maintained Problem Behavior: Finding the Sweet Spot and Giving Up Control</i> <b>David Bicard</b>	1
10:00 – 10:50	<i>Updates on Practicing ABA in Alabama</i> <b>Paige McKerchar</b>	1
11:00 – 11:50	<i>Maintaining Ethical Practices Across Disciplines</i> <b>Presidential Address</b> by President-Elect, Mrs. Sara Bicard	1
12:00 – 2:00	<b>Lunch on your own</b>	
2:00 – 2:50	<b>Open Business Meeting</b>	