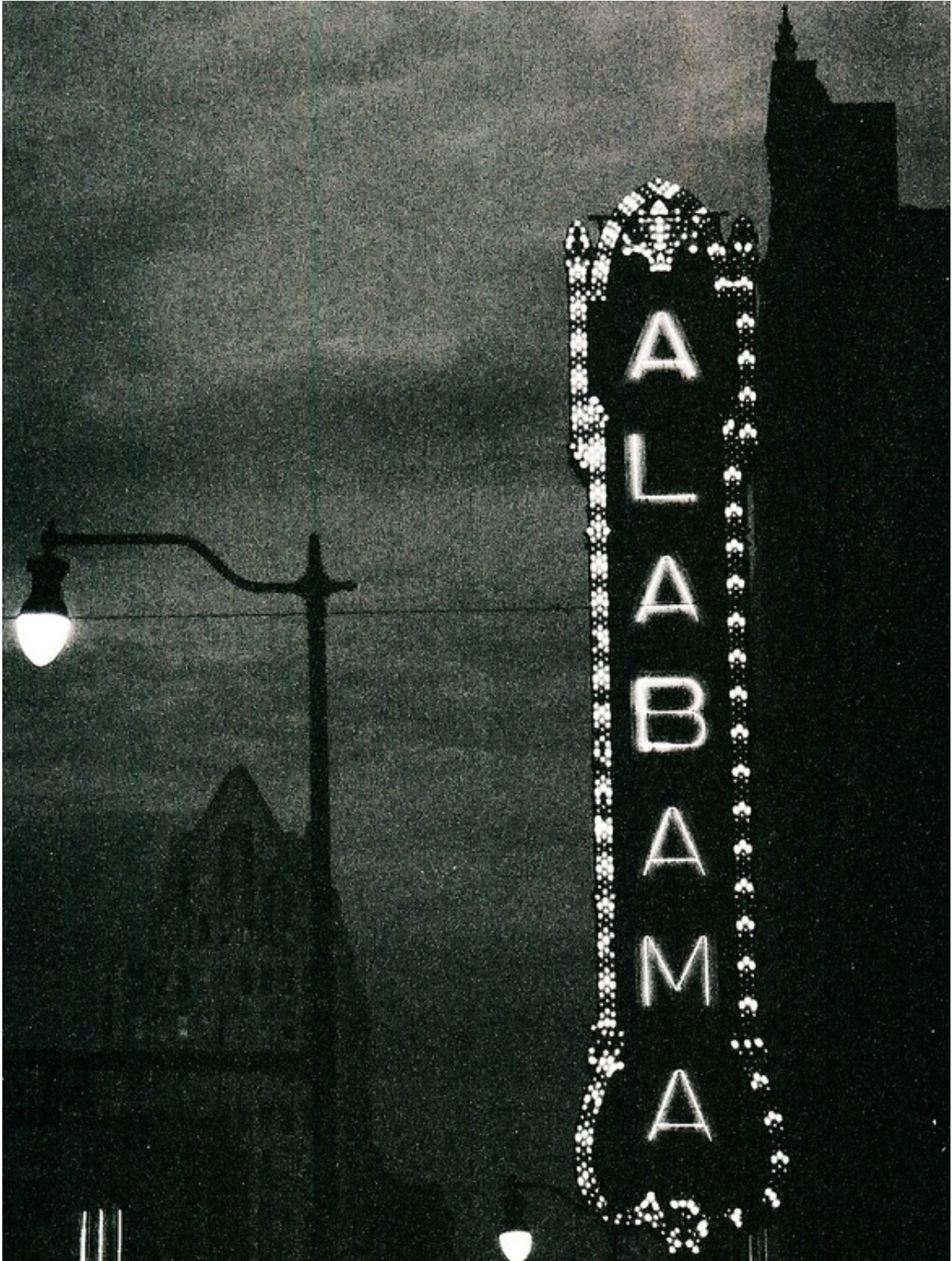

ALABAMA ASSOCIATION FOR BEHAVIOR ANALYSIS



24th Annual Convention

October 7-9, 2015

DoubleTree Hotel, Birmingham

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.

CONVENTION INFORMATION

Cancellations and Refunds

Cancellations are subject to a 25% cancellation fee. All refund requests must be submitted to AlabamaABA@gmail.com by 10/9/2015. After 10/9/2015, 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 (CEUs)

ALABA offers CEUs for BCBAs and BCaBAs. 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.

All individuals wishing to earn CEUs must complete all appropriate paperwork prior to the conclusion of the convention. CEUs are \$10 per hour and must be paid on-site at the convention. CEU fees can be paid by cash, check, or credit.

INVITED KEYNOTE SPEAKERS



Tiffany Kodak, Ph.D., BCBA-D

Dr. Tiffany Kodak is an Assistant Professor in the Experimental Psychology program at the University of Wisconsin-Milwaukee. She is a licensed psychologist, licensed behavior analyst, and a Board Certified Behavior Analyst- Doctoral (BCBA-D). Dr. Kodak is also the Director of the Center for Language Acquisition and Social Skills Intervention, which provides services to children with Autism Spectrum Disorder in Southeastern Wisconsin. She is currently an Associate Editor for the Journal of Applied Behavior Analysis and Learning and Motivation. Her research interests in the area of early intervention for children with ASD and related disorders include increasing the efficiency of academic instruction, assessment-based instruction, verbal behavior, computer-assisted instruction, video modeling, and parent and staff training.



Alice Shillingsburg, Ph.D., BCBA-D

Dr. Alice Shillingsburg received her Ph.D. in clinical psychology at Auburn University. She is currently an assistant professor in the division of Autism and Related Disorders in the Department of Pediatrics at Emory University and the Program Director of the Language and Learning Clinics at the Marcus Autism Center. Dr. Shillingsburg is a licensed psychologist and Board Certified Behavior Analyst at the Doctoral level. Her clinical expertise includes developing language and behavioral programming to address a variety of behavioral difficulties and communication deficits associated with developmental disabilities and autism spectrum disorders. Dr. Shillingsburg is associate editor and editorial board member of The Analysis of Verbal Behavior and former editorial board member of the Journal of Applied Behavior Analysis. Her current research interests include theoretical and practical applications of verbal behavior and the assessment and treatment of language deficits particularly

GUEST SPEAKER



James Gallini, J.D.

James Gallini was drawn to special education law when his daughter was diagnosed with classic autism. He has the unique insight of having a child on the spectrum and understands the struggles and challenges that parents face in dealing with school systems. Mr. Gallini graduated from the University of Texas-Arlington and holds a B.A. in History and a law degree from Birmingham School of Law. He is a member of the Alabama State Bar, and is also admitted to practice before the United States District Court Northern District of Alabama and the United States 11th Circuit Court of Appeals. He has taught special education courses as an Adjunct Professor at the Birmingham School of Law. Mr. Gallini provides frequent seminars and training on education law, IEP development and tactics for maintaining positive relationships with school systems while appropriately advocating for students.

WEDNESDAY, OCTOBER 7, 2015

WORKSHOPS

9:00 AM - 12:00 PM

CEUs Included: 3

Developing Skill Acquisition Programs Using the AFLS® in Home, School, and Community

ASHLIE WALKER, M.S., BCBA (Milestones Behavior Group, Inc.)

Developed by Partington & Mueller, The Assessment of Functional Living Skills® (AFLS) includes a guide and assessment protocols for Basic Living Skills, Home Skills, Community Participation Skills, School Skills, Independent Living Skills, and Vocational Skills. These protocols assess functional, practical, and essential skills of everyday life across all ages. The AFLS can be conducted in the home, school, and community settings with the help of parents, caregivers, teachers and employers. Many of the skill areas match the Alabama State Standards which are used in IEP goal development. The AFLS can accompany or follow a skill acquisition program based on the ABLLS-R®. Each module is different yet connected by unifying themes and overarching goals for maximizing a learner's freedom, independence, and opportunities.

Learning Objectives:

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

1. Identify different AFLS protocols and at least 32 specific skill repertoire areas of functional skills
2. Score the AFLS
3. Select and prioritize targets to include in a client's skill acquisition program

1:30 PM - 4:30 PM

CEUs Included: 3

Ethical Considerations for Behavior Analysts Working With Children With Developmental Disabilities

ALICE SHILLINGSBURG, Ph.D., BCBA-D (Marcus Autism Center and Emory University)

Behavior analysts encounter a variety of ethical concerns when working with individuals with developmental disabilities. As practitioners, researchers, and teachers we are bound by numerous guidelines related to competence, empirical support, and patient rights among others. From establishing a professional relationship with a new client to designing and implementing appropriate assessment and intervention protocols, behavior analysts must consider and prepare for ethical issues. Some ethical guidelines pervade every detail of the work we do, others are consulted regularly, and others may rarely come up. At all times, however, it is necessary to be well versed in the ethical guidelines so that in all cases, ethical procedures can be followed. This workshop will cover some of the most common ethical concerns and customary practices to prevent or deal with those situations. Additionally, less common concerns and often underemphasized guidelines will be discussed with strategies to ensure compliance for the practicing and supervising behavior analyst. Lastly, new and emerging issues in the practice of behavior analysis such as, the use of technology, telehealth, and social media will be discussed.

Learning Objectives:

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

1. Describe special considerations relevant to assessing and treating individuals with developmental disabilities
 2. Describe relevant ethical concerns that might emerge when considering the use of technology during assessment and treatment
 3. Describe ethical considerations when providing supervision and training
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THURSDAY, OCTOBER 8, 2015

CONVENTION SESSIONS

9:00 AM - 9:50 AM

KEYNOTE ADDRESS

CEUs Offered: 1

Assessing and Programming for Emergence of Verbal Behavior in Children with ASD and Language Delays

ALICE SHILLINGSBURG, Ph.D., BCBA-D (Marcus Autism Center and Emory University)

Children with autism spectrum disorder (ASD) often exhibit deficits in language development. While typically developing children demonstrate adult-like language production by age five (Luinge, Post, Wit, & Goorhuis-Brouwer, 2006), expressing abstract and hypothetical ideas across a variety of topics (Tager-Flusberg et al, 2009), children with ASD often have difficulty with more complex language that has not been directly taught. Further, studies have found that some children with autism do not combine known words at the same time as typically developing peers (Paul, Chawarska, Klin, and Volkmar, 2007; Weismer et al., 2011) pointing to a deficit in generative language. Strategies to promote the emergence of untrained verbal operants are of critical importance for learners with ASD. However, few procedures have been developed to program and test for emergence of untrained skills. Additionally, few studies have addressed remediation strategies when emergence fails to occur. The current presentation will present several lines of research focused on assessing emergence of untaught verbal behavior during treatment as well as strategies to promote emergence and generative language. Specific interventions to promote emergence of listener and tact skills as well as intraverbals will be presented.

Learning Objectives:

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

1. Describe the importance of assessing and programming for emergence of untaught skills when teaching children with autism
2. Describe 2 ways to assess for emergence of untaught skills
3. Describe 2 ways to program to promote emergence of untaught skills

10:00 AM - 10:50 AM

CEUs Offered: 1

A Progressive Model for Increasing Eye Contact in Children With Autism

JOHN RAPP (Auburn University), Jennifer Cook, & Kathryn Mann (Monarch House)

Although many behavior analytic instructional techniques for children with autism require the instructor to gain eye contact from the child prior to delivering an instructional demand, the literature contains notably few empirical demonstrations of procedures that reliably produce this outcome. To address this problem, we used nonconcurrent multiple baseline across participants designs combined with reversal designs to evaluate the effects of a progressive model of behavioral interventions for increasing eye contact in children with autism. The progressive model included the following phases: contingent praise only (for eye contact); contingent edibles; contingent tangibles; stimulus prompts plus contingent edibles or tangibles; multiple steps for fading stimulus prompts plus contingent edibles or tangibles; fading tangibles or edibles to praise (only); generalization assessment; and maintenance evaluations for up to 16 weeks. Results indicated that eye contact increased for all 13 participants with varying levels of intervention. For most participants, praise (alone) was not sufficient to support eye contact; however, high levels of eye contact were typically maintained with a combined schedule of intermittent (variable ratio 3) edibles or tangibles and continuous praise. In addition, for several participants either non targeted desirable (e.g., appropriate sitting) or undesirable behaviors increased during or following behavioral intervention for eye contact.

Learning Objectives:

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

1. Describe the use of a stimulus prompt for increasing eye contact
 2. Describe the steps for fading a stimulus prompt for increasing eye contact
 3. Describe how challenge conditions are used to test for generalized behavior change
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THURSDAY, OCTOBER 8, 2015 cont.

11:00 AM - 11:50 AM

KEYNOTE ADDRESS

CEUs Offered: 1

Assessment-based Intervention for Receptive Identification Training

TIFFANY KODAK, Ph.D., BCBA-D (University of Wisconsin-Milwaukee)

Learning to discriminate among stimuli is a fundamental component of many tasks and is typically a high-priority goal in educational programs for individuals with Autism Spectrum Disorder (ASD). A common type of discrimination targeted during instruction for children ASD is auditory-visual conditional discrimination, which is commonly referred to as receptive identification. Despite the importance of teaching auditory-visual conditional discrimination, and the large amount of time focused on teaching these skills during children's special education and early intervention services, there are few assessment procedures that measure specific skills that may be related to performance on conditional discriminations. The presentation will review an assessment that measures prerequisite skills for auditory-visual conditional discrimination that can be used in practice. In addition, the presentation will describe training procedures to teach missing prerequisite skills.

Learning Objectives:

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

1. Identify examples of auditory-visual conditional discrimination training
2. Identify potential prerequisite skills for auditory-visual conditional discrimination training
3. Identify interventions to teach specific prerequisite skills

2:00 PM - 3:30 PM

CEUs Offered: 1.5

Symposium: Social Skills Instruction for Children With Developmental Disabilities

SACHA PENCE (Auburn University)

Symposium Learning Objectives:

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

1. Describe how behavior analysis can be incorporated into public school classrooms
2. How to conduct training to teach social skills
3. Describe different social skills and the importance of social skills on integration

Integration of Applied Behavior Analysis into Public Schools

J. UNDERWOOD, M. BOAN, & N. Hanney (Montgomery Public Schools)

Applied Behavior Analysis (ABA) in school settings, both general and special education, has become more prevalent within classroom management, skill acquisition, and behavior reduction, particularly in regards to current legislation (P.L. 99-142; Individuals with Disabilities Education Act 1997). During 2014-2015, Montgomery Public Schools (MPS) developed two behavior-analytic programs to facilitate the dissemination of ABA within systems across the school district. Social skills programming was implemented in a small group setting during the summer, while discrete-trial teaching (DTT) programming (i.e., MPS Autism Initiative) was implemented in classrooms during the school year. During the social skills program, behavioral skills training (BST) was used to teach 15 students (i.e., referred by special education case managers) a variety of skills (e.g., following directions, turn-taking, asking for assistance, conversation skills) to mastery levels. Generalization of skills was also evaluated using games (e.g., turn-taking with the iPad, asking for assistance with Operation). Maintenance of skills was also assessed across several weeks. During the DTT program, training on ABA programming (i.e., verbal behavior) was conducted across 3 special education classrooms (i.e., elementary, middle, high school). Teachers and paraprofessionals were then taught to implement DTT across several programs and students. Cumulative mastered targets were evaluated across students.

THURSDAY, OCTOBER 8, 2015 cont.

2:00 PM - 3:30 PM cont.

Preschool Life Skills Training Using the Response to Intervention Model With Preschoolers With Developmental Disabilities

J. FALLIGANT & S. Pence (Auburn University)

Previous research has examined a variety of methods for teaching young children important social skills in preschool to increase prosocial behavior and reduce classroom behavioral problems. Hanley, Heal, Tiger, and Ingvarsson (2007) created a class wide preschool life skills (PLS) program that taught young children to request teacher assistance, tolerate delays or denials in the delivery of materials, friendship skills, and functional communication skills. Luczynski and Hanley (2013) extended the line of PLS research by teaching these skills to a small group of young children at risk for behavioral problems. The purpose of the current study was to assess the effectiveness of the PLS program when implemented with children with developmental disabilities who possess deficits in social and communicative functioning. A multiple-baseline across-behaviors design will be used to demonstrate experimental control to show the effects of instruction (class wide, small group, and individual) on acquisition. Prior to baseline, participants will be observed for a minimum of 20 min and across at least five opportunities to practice each social skill with adults and peers in the classroom. During baseline, the researchers arranged opportunities to practice each skill and measured correct responses. Following baseline, class-wide instruction was implemented in a staggered fashion across skills. The intensity of instruction was increased (to small group and then individual instruction) as necessary for participants to acquire the target skills. Probes were conducted in the classroom with adults and peers following acquisition to test for generalization. The level of instruction necessary for participants to acquire skills varied across participants and across skills.

Conditioning Peers as Reinforcers and the Effects on Mand Training With Preschool-Aged Children

N. HANNEY, S. Pence, & S. Lee (Auburn University)

Communication and social deficits are two of the core deficits in children diagnosed with Autism Spectrum Disorder (ASD; American Psychiatric Association, 2013). Skill acquisition programs simultaneously targeting both communication and social deficits are common in Early Intensive Behavioral Intervention (EIBI) with children with ASD (Lovaas, 2003). Previous literature has taught children to mand (request) preferred items from peers, targeting both deficits in communication and social skills. As a result of mand training, peers may become conditioned reinforcers. However, no studies have evaluated this hypothesis. In addition, several studies (e.g., Dozier, Iwata, Thomason-Sassi, Worsdell, & Wilson, 2012) have attempted to use response-stimulus (RS) pairing, stimulus-stimulus (SS) pairing, or both RS and SS pairing to condition neutral social stimuli as reinforcers; however, results have been idiosyncratic. We compared SS pairing procedures and RS pairing procedures in conditioning preschool-aged peers as reinforcers. For two participants, neither pairing procedure resulted in a conditioned peer. For the other participants, at least one of the pairing procedures was effective to establish a peer as a conditioned reinforcer. During Experiment 2, we evaluated the effects of peers as conditioned reinforcers or peers with a history of pairings on the acquisition of manding to peers. The effects of conditioned peer or peer with a history of pairings was idiosyncratic across participants.

THURSDAY, OCTOBER 8, 2015 cont.

3:30 PM - 4:30 PM

POSTER SESSION & NETWORKING

Evaluation of the Efficiency of and Preferences for Three Prompting Procedures

Sarah Haygood & Sacha T. Pence (Auburn University)

Collaborative Problem Solving: Extended School Year (ESY) Services as a Partnership Opportunity for Special Education and ABA Professionals

Doris Hill, Sacha Pence, & Regina Kearley (Auburn University)

Making the Point: Training Teachers to Implement Behavior Contracts as a Tier II Positive Behavior Support Intervention During Extended School Year (ESY) Services

Doris Hill, Regina Kearley, & Sacha Pence (Auburn University)

Classroom Management Training for Teachers

Heather Jones (The Learning Tree, Inc.), Karri Frames (The Learning Tree, Inc.), Emily Bain-Leonard (Oxford City Schools), Caitlin Kite (The Learning Tree, Inc.), & Marc Williams (The Learning Tree, Inc.)

An Evaluation of Token Economies Following Functional Communication Training to Increase Compliance

Nadrat Nuhu & Sacha T. Pence (Auburn University)

An Evaluation of Praise as a Reinforcer for the Behavior of Young Children

Laura Senn, Makenzie Bayles, and Ashley Riley (Jacksonville State University)

Increasing Three-Step Prompting Through Classroom Coaching

Jennifer Trobaugh, Sacha T. Pence, Nadrat Nuhu, & Doris Hill (Auburn University)

4:30 PM - 5:30 PM

OPEN BUSINESS MEETING

Everyone is welcome to join the Executive Committee in Heritage I (the same location as the presentations) for discussion about ALABA's goals and activities.

FRIDAY, OCTOBER 9, 2015

CONVENTION SESSIONS

9:00 AM - 9:50 AM

GUEST SPEAKER ADDRESS

CEUs Offered: 1

ABA and Special Education Law

JAMES GALLINI, J.D. (The Gallini Group Special Education Attorneys)

Many parents of children diagnosed with an Autism Spectrum Disorder have been fighting for ABA in their schools and many have achieved this goal through litigation. For BCBA's seeking to provide ABA services in schools, it is important to understand the laws supporting their potential involvement in public schools. In virtually every case where courts have ruled in favor of intensive ABA programs in public schools, judges and hearing officers credit comprehensive and persuasive expert testimony as a critical factor in their conclusion. In order to produce more support for ABA therapy in special education due process proceedings, it is crucial that, case by case, ABA experts and practitioners supporting parents' positions show that (1) the ABA method is required for the specific child at issue to receive a meaningful educational benefit, while other programs do not provide that child with a meaningful educational benefit, and (2) the effectiveness and appropriateness of ABA, as well as the inappropriateness of other programs, is supported by peer-reviewed scientific research. It is vital that experts in ABA testifying on behalf of children with autism and their parents show that intensive ABA therapy is required for the particular child in question to receive a meaningful educational benefit.

Learning Objectives:

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

1. Discuss the treatment of ABA under the Individuals With Disabilities Act (IDEA) Law
2. Describe Free and Appropriate Public Education (FAPE) and how ABA can constitute FAPE for children with autism
3. Identify case law pertaining to due process hearings involving ABA and public school systems

10:00 AM - 10:50 AM

CEUs Offered: 1

Behavior Analysis at the University of Southern Mississippi

JAMES MOORE (University of Southern Mississippi)

Symposium Learning Objectives:

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

1. State some of the implications of actual delay choice paradigms versus hypothetical choices
2. Discuss the impact of stimulus preference on choice behavior and the implications to our conceptualization to behavioral impulsivity
3. Consider the variety of stimuli that may exude stimulus control over responding in social settings

Effects of Delays on Choice Responding in a Non-Hypothetical Discounting Task

HEATHER WHIPPLE, Ashley Murphy, Emily Ness, Christopher Furlow, Ashley Smith, Victoria Greenwood, Lauren Bush, & James Moore (University of Southern Mississippi)

Delay discounting is a process by which an outcome decreases in value as a function of increasing delay (DeHart & Odum, 2015). Previous delay discounting studies have demonstrated discounting effects, typically measured using hypothetical scenarios. These hypothetical tasks often include a paired choice between a reward delivered immediately and one delivered later. But often, participants never receive access to the chosen stimuli or experience the delay. In the current study, participants actually experienced delays and received access to rewards in the form of edibles. One girl and four boys ages 4 to 9 served as participants. They were presented with the choice of a high preferred edible and a low preferred edible at various delays and amounts. The study evaluated whether experiencing a delay served as an establishing operation for subsequent choices. Trial by trial data were calculated for each participant to determine the probability of an immediate choice following a delayed choice.

FRIDAY, OCTOBER 9, 2015 cont.

10:00 AM - 10:50 AM cont.

Emergent Relations Between Tacts and Intraverbal Responding to Emotion Stimuli in a Child With Autism Spectrum Disorder

EMILY NESS, Heather Whipple, Christopher Furlow, James Moore, & Keith Radley
(University of Southern Mississippi)

Individuals with ASD may have greater difficulty discriminating facial expressions, which may in turn affect the development of emotion recognition (Rump, Giovannelli, Minshew, & Strauss, 2009). The current study highlights procedures to train children with ASD to appropriately respond to facial expressions. Previous studies have demonstrated emergent relations to audio-visual stimuli in children with ASD (e.g., Groskreutz, Karsina, Miguel, & Groskreutz, 2010), but to our knowledge, no study to date had demonstrated these effects with emotional stimuli. The study examined the effects of behavior skills training (BST) on the acquisition of tact and intraverbal responses and the emergence of stimulus relations. James, a 6-year-old male with ASD, was taught to discriminate and respond to four emotions (i.e., happy, sad, mad, scared). Following assessment and training of audio-visual discrimination, tacts to picture cards, and appropriate intraverbals in response to audio stimuli, emergent relations were assessed using the picture cards, his mother, and novel subjects. James demonstrated mastery on tact and intraverbal probes as a function of BST; furthermore, responding generalized to the three emotions not directly trained. Emergence of stimulus relations was also demonstrated.

11:00 AM - 11:50 AM

CEUs Offered: 1

Kinesiology and Applied Behavior Analysis: The Perfect Collaboration for Teaching Pre-Sports Skills to Young Children With Disabilities

BARBARA METZGER, CANDICE HOWARD-SHAUGHNESSY, & LELAND FARMER
(Troy University)

A characteristic of a quality applied behavior analysis curriculum for teaching young children with autism spectrum disorder (ASD) is that it is comprehensive. Behavior analysts have to master teaching a wide variety of skills such as communication, imitation, play, social, self-help, and academic. In recent years, more emphasis has been placed on teaching play and social skills as part of a quality program. The majority of clients with ASD are boys, and a large component of play and social interactions for many boys is sports. Thus, it is important for behavior analysts to teach basic locomotor and object-control skills that will facilitate future participation in sports, what we call pre-sports skills. For behavior analysts who have limited experience participating in sports and/or teaching pre-sports skills, collaborating with an expert from the field of kinesiology, the study of body movement, can be valuable. This presentation will introduce the study of body movement to behavior analysts by (a) discussing the benefits of collaboration between behavior analysts and experts in body movement; (b) reviewing an easy to use assessment tool, Test of Gross Motor Development (3rd Ed.); and (c) presenting teaching targets for pre-sports skills such as jumping, hopping, sliding, striking, catching, and running.

Learning Objectives:

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

1. Identify the benefits of collaboration between behavior analysts and kinesiology for teaching pre-sports skills
 2. Identify components of the Test of Gross Motor Development (3rd Ed.) assessment tool
 3. Identify teaching targets for pre-sports skills such as jumping, hopping, sliding, striking, catching, and running
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FRIDAY, OCTOBER 9, 2015 cont.

2:00 PM - 2:50 PM

PRESIDENTIAL ADDRESS

CEUs Offered: 1

Considerations With Training Behavior-Analytic Skills to Staff

SACHA PENCE (Auburn University)

A range of behavior-analytic skills can be taught to individuals (e.g., teachers, caregivers, and direct-care staff). Often individuals with limited or no behavior-analytic experience can learn the skills necessary to implement skills such as preference assessments, discrete-trial instruction, mand training, functional analyses, and behavior intervention plans. Although behavior skills training has resulted in acquisition of skills, less is known about the extent to which trained skills generalize to similar, but untrained skills. The purpose of the current presentation is to discuss considerations when training staff by focusing on skill generalization during implementation of functional analysis conditions and differential reinforcement procedures. The presentation will make recommendation about areas of future research and considerations in clinical settings.

Learning Objectives:

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

1. Outline the components of behavioral skills training
2. Discuss the extent to which behavior-analytic skills generalize following training
3. Indicate the implications on staff training in clinical settings

3:00 PM - 3:50 PM

CEUs Offered: 1

Fast-Forward Algebra: A Unique Approach to College Math Remediation

SCOTT BECKETT, COURTNEY PEPPERS-OWEN, Kalie Bible, & Mary Reagan
(Jacksonville State University)

The proportion of behavior analytical research dedicated to whole-class interventions has shrunk at the same time the proportion of Alabama students unprepared for college math has exploded. The departments of Learning Services and Psychology at Jacksonville State University have created a unique, research-based program to help reverse both of those trajectories. Board Certified Behavior Analysts in Learning Services employ and train psychology graduate students to teach developmental algebra and, in addition to paying them a stipend, supervise their BCBA-certification hours for free during a two-year commitment. One hundred percent of three cohorts of GAs have passed the certification exam on their first attempt. The pass rates of developmental algebra students have also improved: Seventy-seven percent of the Fall 2014 cohort passed developmental algebra, and 83% of those students passed their first college credit math the next semester. Graduate assistants use elements of the Morningside Model of Generative Instruction (Precision Teaching, Explicit Instruction, and multi-level assessments) to make data-based decisions that compact two semesters of developmental algebra into a single semester. The components of *Fast-Forward Algebra* – a unique approach to college math remediation – will be explained, as will the components of graduate assistant supervision.

Learning Objectives:

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

1. Describe the components of the Morningside Model of Generative Instruction
 2. Describe the components of Fast-Forward Algebra
 3. Explain how rate-based instruction and explicit instruction might help their clients learn math
-



2015 EXECUTIVE COMMITTEE

President-Elect

Sacha Pence (Auburn University)

President

Sara Bicard (Auburn University-Montgomery)

Past-President

Todd McKerchar (Jacksonville State University)

Members-at-Large

Ryan Zayac (University of North Alabama)

John Rapp (Auburn University)

Ashley Walker (Milestones Behavior Consulting, LLC)

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

Students-at-Large

Kalie Bible (Jacksonville State University)

Sarah Haygood (Auburn University)

Executive Director

Paige McKerchar (Jacksonville State University)

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

- President-Elect (3-year term)
- 2 Members-at-Large (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 20, 2015. Executive Committee terms start January 2016.

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 a success!

Keynote and Guest Speakers

Tiffany Kodak
Alice Shillingsburg
James Gallini

Presenters

Scott Beckett
Megan Boan
John Falligant
Leland Farmer
Nicole Hanney

Candice Howard-Shaughnessy
Barbara Metzger
James Moore
Emily Ness
Sacha Pence

Courtney Peppers-Owen
John Rapp
Jenny Underwood
Ashlie Walker
Heather Whipple

Student Representatives and Volunteers

Katie Bible
Sarah Haygood

Steven Bedell
Kristen Brogan
Charity Crowell
Rob Derieux
Maddy Drisi
Olivia Gaston

Skyler Guest
Kaitlyn Hudson
Kim Krubinski
Samantha Lee
Llara Lovett
Emily Myers

Nadi Nuhu
Krishonna Payne
Mary Reagan
Courtney Smith
Erin Swinkels

SCHEDULE OVERVIEW

Wednesday, October 7, 2015		
Time	Presenter and Title	CEUs
9:00-12:00	Ashlie Walker: Developing Skill Acquisition Programs Using the Assessment of Functional Living Skills (AFLS) in Home, School, and Community	3
12:00-1:30	Lunch on your own	
1:30-4:30	Alice Shillingsburg: Ethical Considerations for Behavior Analysts Working With Children With Developmental Disabilities	3

Thursday, October 8, 2015		
Time	Presenter and Title	CEUs
9:00-9:50	Keynote Speaker, Alice Shillingsburg Assessing and Programming for Emergence of Verbal Behavior in Children With ASD and Language Delays	1
10:00-10:50	John Rapp: A Progressive Model for Increasing Eye Contact in Children With Autism	1
11:00-11:50	Keynote Speaker, Tiffany Kodak Assessment-based Intervention for Receptive Identification Training	1
12:00-2:00	Lunch on your own	
2:00-3:30	Symposium, Sacha Pence Social Skills Instruction for Children With Developmental Disabilities	1.5
3:30-4:30	Poster Session and Networking	
4:30-5:30	Open Business Meeting	

Friday, October 9, 2015		
Time	Presenter and Title	CEUs
9:00-9:50	Guest Speaker, James Gallini and Ashlie Walker ABA and Special Education Law	1
10:00-10:50	Symposium, James Moore Behavior Analysis at the University of Southern Mississippi	1
11:00-11:50	Barbara Metzger: Kinesiology and ABA: The Perfect Collaboration for Teaching Pre-sports Skills to Young Children With Disabilities	1
12:00-2:00	Lunch on your own	
2:00-2:50	Presidential Address, Sacha Pence Considerations With Training Behavior-Analytic Skills to Staff	1
3:00-3:50	Scott Beckett: Fast-Forward Algebra: A Unique Approach to College Math Remediation	1