Alabama Association for Behavior Analysis

25th Annual Convention

October 5-7, 2016

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 a liate 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 e ective 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 10/7/2016. After 10/7/2016, 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. 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 card.

INVITED KEYNOTE SPEAKERS

Jon Bailey, Ph.D., BCBA-D

Dr. Bailey received his PhD from the University of Kansas in 1970 and is *Professor Emeritus* of *Psychology* at Florida State University where he was on the graduate faculty for 38 years and produced a record 63 PhDs. He is currently Director of the FSU Panama City Masters Program in Psychology with a specialty in Applied Behavior Analysis and teaches Ethics & Professional Issues, Skinner's Theory of Behaviorism, and Research Methods in ABA. He is a Board Certified Behavior Analyst; is a Fellow of the Association for Behavior Analysis: International and the American Psychological Association; he is Secretary/Treasurer, Program Co-Chair, and Media Coordinator for the Florida Association for Behavior Analysis, which he founded in 1980.

Dr. Bailey has published over 100 peer-reviewed research articles, is past-Editor of the *Journal of Applied Behavior Analysis* and is co-author of nine books: *Research Methods in Applied Behavior Analysis*, *How Dogs Learn*, *Ethics for Behavior Analysts*, *How to Think Like a Behavior Analyst*, *25 Essential Skills and Strategies for Professional Behavior Analysts*, *Ethics for Behavior Analysts, 2nd Expanded* Edition and Ethics for Behavior Analysts, 3rd Edition which came out in April 2016; all were co-authored with Dr. Mary Burch. One additional book is *Performance Management: Changing Behavior that Drives Organizational Effectiveness*, with Dr. Aubrey Daniels, which was published in 2014.

Dr. Bailey received the Distinguished Service to Behavior Analysis Award, May 2005, from the Society for the Advancement of Behavior Analysis, both the APA Division 25, Fred S. Keller Behavioral Education Award and the University of Kansas Applied Behavioral Science Distinguished Alumni Award in 2012. He has served on the Board of Directors of Goodwill Industries Big Bend for the past five years. He received the prestigious Nathan H. Azrin Award for Outstanding Contributions to Applied Behavior Analysis from the American Psychological Association in August 2014.

Caio Miguel, Ph.D., BCBA-D

Dr. Caio Miguel is an Associate Professor of Psychology and Director of the Verbal Behavior Research Laboratory at California State University, Sacramento. He is also an adjunct faculty at Endicott College, MA., and at the University of São Paulo, Brazil. Dr. Miguel has published over 50 articles and book chapters on basic and applied research related to verbal behavior and derived stimulus relations. He is the past-editor of *The Analysis of Verbal Behavior* (*TAVB*) and currently serves as an Associate Editor for the *Journal of Applied Behavior Analysis* (*JABA*). He is the recipient of the 2013-2014 award for outstanding scholarly work by the College of Social Sciences and Interdisciplinary Studies at Sacramento State, and the 2014 Outstanding Mentor Award by the Association for Behavior Analysis International. Dr. Miguel is a regular speaker at conferences all over the world.

Raymond G. Miltenberger, Ph.D., BCBA-D

Raymond G. Miltenberger, Ph.D., BCBA-D, is the director of the Applied Behavior Analysis Program at the University of South Florida. He is a Fellow and past president of the Association for Behavior Analysis International (ABAI). His research focuses on safety skills, health, fitness, and sports, and staff training and management. He has published over 200 journal articles and chapters and has written a behavior modification textbook, now in its sixth edition. Dr. Miltenberger has received numerous teaching and research awards including the APA Division 25 Award for Distinguished Contributions to Applied Behavioral Research and the ABAI Outstanding Mentorship Award.

INVITED KEYNOTE SPEAKERS, cont.

Claire St. Peter, Ph.D., BCBA-D

Dr. Claire St. Peter received her Ph.D. from the University of Florida in 2006, under the mentorship of Dr. Timothy R. Vollmer. She is currently an Associate Professor of Psychology, and the Coordinator of the Behavior Analysis program area, at West Virginia University. Claire's primary research interests are on the assessment and intervention of challenging behavior. She is particularly interested in the development of effective interventions for challenging behavior displayed in school contexts (including effects of degraded integrity on intervention efficacy) and with the dissemination of behavioral approaches to caregivers. She serves on the editorial boards of the *Journal of Applied Behavior Analysis, The Behavior Analyst, The Psychological Record,* and the *Mexican Journal of Behavior Analysis.* In addition, she is currently an associate editor for the *Journal of Applied Behavior Analysis* and *Behavior Analysis: Research and Practice,* and serves as guest associate editor for *The Behavior Analyst, Education and Treatment of Children,* and the *Journal of Behavioral Education.* Dr. St. Peter has been involved in grant-supported research and clinical activities, including a federally program that teaches parents of young children with autism how to implement behavioral interventions, and a state-funded alternative education classroom for elementary students who engage in chronic challenging behavior.

GUEST SPEAKER

James Perdue, Commissioner AL Department of Mental Health

James V. Perdue was appointed commissioner of the Alabama Department of Mental Health on July 1, 2015. Prior to his appointment as commissioner, he served as the Probate Judge for Crenshaw County for 12 years. He also served as President of South Central Alabama Mental Health Board and as a member of the Alabama Mental Health Advisory Board of Trustees. Jim Perdue is a 1973 graduate of Auburn University. Actively involved in his community, Perdue has served on a number of local boards and commissions including: Luverne Rotary Club, Crenshaw County Chamber of Commerce, Crenshaw County Industrial Development Board, Alabama Oilmen's Association, Alabama Private Industry Council, South Central Alabama Development Commission and the South Alabama Home Builders Association.

WEDNESDAY, OCTOBER 5, 2016
WORKSHOPS

9:00 AM -12:00 PM   **CEUs Included: 3**

Using Interactive Teams to Problem-Solve Ethics Scenarios

JON BAILEY, Ph.D., BCBA-D (Florida State University)

The new Professional and Ethical Compliance Codes for Behavior Analysts are more inclusive and descriptive than the former BACB Guidelines; they require behavior analysts to be aware of signs of unethical conduct and to attempt an informal resolution if possible. If the violation cannot be resolved behavior analysts are to report to appropriate authorities including the BACB. Tactful social and professional skills are required to be effective yet not offensive. In this workshop, participants will learn how to resolve ethical issues through role-play of scenarios they present in the workshop, and will critique the presentations.

Learning Objectives:

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

1. Describe at least three additions to the Ethics Code

2. Discuss in some detail what is required by 7.0 Ethical Responsibility to Colleagues

3. Describe several strategies for working through an informal resolution of an ethics violation with a colleague

1:30 PM -4:30 PM   **CEUs Included: 3**

Equivalence-Based Instruction in Early Intensive Behavioral Intervention

CAIO MIGUEL, Ph.D., BCBA-D (California State University, Sacramento)

Despite several applied demonstrations of emergent (novel) performances produced through conditional discrimination training, the technology from the stimulus equivalence literature has not yet been well integrated into early intensive intervention curricula. The purpose of this workshop is to describe the implications of using equivalence-based instruction for teaching basic and advanced skills to preschool children with autism. We will review the stimulus equivalence paradigm and present examples from different translational and applied studies that used this technology to teach reading, geography, coin identification, activity schedules, and music to children with autism. Implications for practice and directions for future applied research will be discussed.

Learning Objectives:

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

1. Differentiate between simple and conditional discrimination

2. Define different procedures to teach conditional discrimination

3. Differentiate among different classes of stimuli including equivalence and functional classes

4. Discuss the different training structures to produce equivalence classes

THURSDAY, OCTOBER 6, 2016
CONVENTION SESSIONS

9:00 AM - 9:50 AM　　　　　　　**KEYNOTE ADDRESS**　　　　**CEUs Offered: 1**

Lessons Learned from 25 Years of Research on Teaching Safety Skills

RAYMOND G. MILTENBERGER, Ph.D., BCBA-D (University of South Florida)

This presentation will discuss research conducted by the author since the late 1980s on teaching safety skills, including abduction prevention, sexual abuse prevention, and firearm injury prevention, to children and individuals with disabilities. After a brief review of assessment issues, the presentation will discuss major findings from this research - what works and what doesn't, accessibility of interventions, implementation fidelity, and issues of generalization and maintenance.

Learning Objectives:

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

1.　Describe three approaches to assessment of safety skills and the validity of each

2.　Describe the informational approach to training and its effectiveness

3.　Describe the active learning approach to training and its effectiveness

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10:00 AM - 10:50 AM　　　　　　　　　　　　　　　　　　**CEUs Offered: 1**

Assessment and Treatment of Stereotypy: Evaluating Immediate and Subsequent Effects

JOHN RAPP, Ph.D., BCBA-D (Auburn University)

In a series of four studies, the methodology described by Lanovaz, Rapp, and Fletcher (2010) was used to evaluate the immediate and subsequent effects four interventions on targeted and nontargeted stereotypy for children with autism spectrum disorder. Results of first study showed that noncontingent matched stimulation (a) decreased immediate engagement in targeted vocal stereotypy for 8 of 11 participants and increased subsequent engagement in vocal stereotypy for only 1 of the 8 participants and (b) increased immediate or subsequent engagement in nontargeted motor stereotypy for nearly half of the participants. Results of the second study showed that noncontingent social interaction (SI) by a therapist decreased immediate engagement in targeted vocal stereotypy for all 3 participants without increasing subsequent engagement for any participant. Furthermore, SI increased immediate engagement in motor stereotypy for 1 participant, decreased immediate engagement in motor stereotypy for 2 participants, but did not increase subsequent engagement in motor stereotypy for any participant. Results of third study indicated that signaled contingent verbal reprimands (a) decreased the targeted stereotypy for all 5 participants, (b) decreased the nontargeted stereotypy for 2 of 5 participants, and (c) increased the nontargeted stereotypy for 1 of 5 participants. Although response suppression was not achieved for any participant, 3 participants maintained low levels of the target stereotypy with one or two reprimands during 5-min sessions. Result of the fourth study, showed that preferred items that were empirically identified as functionally matched could be used in a trial-based differential reinforcement of other behavior (DRO) procedure to decrease targeted and nontargeted stereotypy for 2 participants. Specifically, the DRO intervals were increased to 5 min and 10 min for the 2 participants. Some limitations and implications of the findings from these studies, as well as areas of future research, are briefly discussed.

Learning Objectives:

At the conclusion of this presentation, participants will be able to:
1.　Provide a structural and functional definition of stereotypy
2.　Describe the use of a three component multiple schedule for identifying functionally matched stimulation for automatically reinforced behavior
3.　Describe how to conduct a between sequence and within sequence analysis for evaluating changes in motivating operations that may be produced by behavioral interventions for stereotypy
4.　Describe how to treat stereotypy using a stimulus control procedure
5.　Describe how to implement trial-based DRO

11:00 AM - 11:50 AM   **KEYNOTE ADDRESS**   **CEUs Offered: 1**

Bidirectional Naming and Verbal Behavior

CAIO MIGUEL, Ph.D., BCBA-D (California State University, Sacramento)
Bidirectional Naming (BiN) is a higher order class of behavior that involves both speaker and listener repertoires (also referred as expressive and receptive language). An individual demonstrates BiN when he/she can react as a listener to his/her own verbal behavior. In other words, when he/she can speak with understanding. Generalized BiN may be essential in explaining how children may expand their vocabulary so quickly without explicit reinforcement. It also seems to play an important role in problem solving. In this talk, I will describe basic, translational and applied studies supporting the role of BiN in the development of complex skills such as categorization and analogical reasoning.

Learning Objectives:

At the conclusion of this presentation, participants will be able to:
1.   Define common and intraverbal bidirectional naming
2.   Establish bidirectional naming
3.   Test the effects of bidirectional naming on complex performances
4.   Asses for the presence of naming as a repertoire
5.   Discuss how naming is investigated in the laboratory

2:00 PM - 3:20 PM   **CEUs Offered: 1.5**

Symposium: Evaluating Procedures to Train Behavior-Analytic Skills

SACHA PENCE, Ph.D., BCBA-D (Auburn University)

Symposium Learning Objectives:

At the conclusion of this symposium, participants will be able to:
1. Describe the four main components to behavior skills training
2. Discuss how to use behavior skills training to train staff to use incidental teaching procedures
3. Discuss how to use in-situ training to teach skills
4. Discuss how to use behavior skills training to train staff to teach verbal behavior
5. Discuss how to use behavior skills training to train staff to use incidental teaching procedures
6. Describe how to incorporate classroom coaching into staff training procedures
7. Describe how feedback can be delivered by supervisors and peers
8. Discuss how to evaluate school personnel's preferences
9. Discuss the effectiveness of supervisor vs. peer feedback
10. Discuss the importance of feedback on acquisition
11. Describe how to provide feedback to help increase the effectiveness of feedback
12. Discuss implications of explicit feedback during staff training

Increasing Active Engagement in Preschool Classrooms

NADRATU NUHU, John Michael Falligant, & Sacha Pence (Auburn University)
Active engagement includes the delivery of reinforcers and use of incidental teaching. Staff who frequently use incidental teaching are vital to promoting learning within the classroom. Teaching staff to actively engage with children can be difficult. In the current study, we trained six graduate students in behavior analysis to actively engage with preschool children within their integrated classrooms. Behavior skills training was insufficient to consistently increase incidental teaching with five participants. In-situ teaching was necessary to increase incidental teaching with five of six participants. Increased levels of active engagement maintained following in-situ training. Interobserver agreement was collected on at least 20% of sessions and reported as the percentage of intervals with agreement.

Training School Personnel to Use Incidental Teaching for Verbal Behavior

KIM KRUBINSKI, Brian Toner, Sacha Pence, & Doris Hill (Auburn University)
Children with autism spectrum disorder and other developmental disabilities typically have delays in their communication skills. It is important for teachers and other school personnel to have an understanding of the different verbal operants and how to use incidental teaching to teach children to engage in mands, tacts, and intraverbal responses. The purpose of the study was to evaluate behavior skills training (BST) with classroom coaching to train school personnel to use incidental teaching to teach verbal behavior. Six woman who were currently enrolled in a practicum to become bachelor's level or Master's level Special Education teachers participated. BST and coaching was effective to increase participants' use of incidental teaching to teach mands, tacts, and intraverbals. Interobserver agreement was collected on at least 20% of sessions and reported as the percentage of trials with agreement for each target response.

Evaluating the Effectiveness of and Preference for Peer vs. Supervisor Feedback

ODESSA LUNA, Sacha Pence, John Michael Falligant, & Sarah Haygood (Auburn University)
Feedback is a vital component to acquisition during behavior skills training. However, the delivery of the feedback can vary along several dimensions, including the person conducting the training and delivering the feedback. The first purpose of the current study was to compare peer delivered feedback to supervisor delivered on acquisition of chaining procedures. Paraprofessionals were trained on forward and backward chaining using peer or supervisor-delivered feedback. All paraprofessionals acquired both skills, but supervisor feedback was more effective for most participants. The second purpose of the current study was to evaluate paraprofessionals' preference for supervisor or peer feedback during acquisition of preference assessments and discrete-trial instruction. In general, paraprofessionals choose to receive supervisor feedback over peer feedback during acquisition of skills. Interobserver agreement was collected on at least 20% of sessions and reported as the percentage of trials with agreement.

Evaluating the Use of Vague Feedback to Train Trial-Based Functional Analyses

JOHN MICHAEL FALLIGANT, Sacha Pence, Nadratu Nuhu, Odessa Luna, & Sarah Haygood (Auburn University)

Feedback is a necessary component during behavior skills training. However, the quality of feedback can vary, which could affect skill acquisition. For example, feedback can be explicit and clearly outline the error and corrective response or feedback can be vague and provide only nonspecific information about an error. The purpose of the current study was to evaluate the effectiveness of vague feedback on acquisition of trial-based functional analyses. Seven graduate students studying behavior analysis participated. Vague feedback increased performance on one or two trial-based functional analysis conditions for two participants. Both of these participants required explicit feedback to master the remaining conditions. The other five participants required explicit feedback to master all trial-based functional analysis conditions. Interobserver agreement was collected on at least 33% of sessions and reported as the mean percentage of intervals with agreement.

3:30 PM - 4:30 PM

POSTER SESSION & NETWORKING

Interdependent Group Contingencies to Decrease Disruptive Behavior in Adolescent Group Therapy Populations
   Kristen M. Brogan, John Michael Falligant, & John T. Rapp (Auburn University)

Transition States in Single-Case Experimental Designs: Implications for Practitioners and Researchers
   Kristin M. Brogan & John T. Rapp (Auburn University)

Exploring the Impact of Open and Closed Economies on the Establishment of Instructional Control in a Young Boy with Autism
   Cassady Coco, Kate Helbig, Katie Bishop, Blake Ford, James W. Moore, & Hayden Rizer
   (The University of Southern Mississippi)

Parametric Evaluations of Token Exchange-Production Schedules
   John Michael Falligant & Sacha Pence (Auburn University)

An Evaluation of Preference Assessment Procedures for Older Adults with Dementia
   Megan Ford, Makenzie Bayles, Jennifer Bruzek, & Sara Posey (Jacksonville State University)

Feedback: More Important Than Monetary Incentives in Contingency Management for Smoking Cessation?
   Catherine Gayman, Kevin Anderson, & Cynthia Pietras (Troy University)

A Comparison of Prompting Procedures on the Acquisition of an Audio-visual Discrimination Task
   Sarah Haygood & Sacha Pence (Auburn University)

The Use of a Stimulus Preference Board to Facilitate Acquisition of Conditional Discriminations for a Child with Autism
    Heather Jones (The Learning Tree, Inc.)

Training on the Implementation of Discrete Trial Teaching
   Caitlin Kite, H. Jones, & Karri Humphries (The Learning Tree, Inc.)

Evaluating Reinforcement Procedures on Increasing Appropriate Classroom Behavior with Preschools with Developmental Disabilities
   Sami Lee, Sacha Pence, Maddy Drisi, & Emily Myers (Auburn University)

Assessment and Treatment of Elopement Using Differential Reinforcement of Appropriate Walking
   Liara Lovett & Sacha Pence (Auburn University)

Teaching a Mediating Response and Providing Alternative Items to Facilitate Tolerance to Delayed Reinforcement
   Odessa Luna & Sacha Pence (Auburn University)

POSTER SESSION & NETWORKING - Continued

Using Interrupted Chain Schedules of Reinforcement to Increase the Number of Words Used by a Teenage Boy with Autism
    Ashley Murphy, Meleah Ackley, William Ford, James W. Moore, Evan Dart, Kate Helbig, & Parker Lundy (The University of Southern Mississippi)

Use of Descriptive Assessment Methodology to Identify Contingencies for Appropriate and Inappropriate Behavior in an Assisted-Living Facility
    Sara Posey, Jennifer Bruzek, Makenzie Bayles, & Megan Ford (Jacksonville State 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 7, 2016
CONVENTION SESSIONS

9:00 AM - 9:50 AM   **KEYNOTE ADDRESS**   **CEUs Offered: 1**

Not All Treatment Challenges are Created Equal: Effects of Reduced Integrity on Treatment Outcomes

CLAIRE ST. PETER, Ph.D., BCBA-D (West Virginia University)
Treatment integrity refers to the extent to which a behavioral program is implemented as designed or described. Ensuring adequate treatment integrity is important for several reasons. Higher integrity is typically associated with better treatment outcomes. Additionally, high treatment integrity is necessary to ascribe changes in behavior to the intervention. Behavior analysts often train individuals to implement procedures with a certain level of integrity. For example, a clinician might train staff members until the staff member implements the procedure with 80% or 90% integrity. However, we are still unsure how much integrity is necessary to produce desired behavior changes. This matter is further complicated because the amount of integrity necessary may vary depending on the type of procedure and the type of integrity failure. In this presentation, I'll describe recent studies that have evaluated ways to measure integrity and outcomes associated with reduced integrity, particularly in the assessment and intervention for behavioral excesses (such as the treatment of aggression) and deficits (such as the development of manding). Our recent work suggests that the measurement strategy used, type of intervention, and type of integrity failure interact to affect treatment outcome.

Learning Objectives:

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

1. Define treatment integrity
2. Identify types of integrity failures
3. Describe multiple ways to measure treatment integrity
4. Describe interactions between type of intervention and type of integrity failure
5. Identify ways in which treatment integrity failures may result in relapse
6. Describe the extent to which 80% integrity is sufficient for positive treatment outcomes

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10:00 AM - 10:20 AM   GUEST SPEAKER

Department of Mental Health's Role in Supporting Behavior Analysts and Their Customers

JAMES PERDUE, COMMISSIONER (Alabama Department of Mental Health)

Commissioner Perdue will introduce himself and briefly review the role he and the Department of Mental Health play in helping improve the lives of individuals with autism, including increasing access to applied behavior analysis services. Commissioner Perdue currently serves as Chairman of Governor Bentley's Working Group on Children with Autism, and during last spring's legislative session, he helped support our licensure board amendments (SB379) and insurance reform legislation (SB224).

10:30 AM - 11:30 AM   KEYNOTE ADDRESS   CEUs Offered: 1

Get Up and Go! Using ABA Procedures to Increase Physical Activity

RAYMOND G. MILTENBERGER (University of South Florida)
This presentation will discuss the author's recent research evaluating ABA procedures to promote physical activity with children and adults and with adults with intellectual disabilities. The presentation will discuss the importance of physical activity and issues in accurate assessment of physical activity. The presentation will then discuss research on behavioral interventions including self-monitoring, goal setting, feedback and rewards. The presentation will conclude with discussion of accessibility and implementation fidelity.

Learning Objectives:

At the conclusion of this presentation, participants will be able to:
1. Describe approaches to the assessment of physical activity
2. Describe interventions to increase physical activity in children
3. Describe interventions to increase physical activity in adults

1:00 PM - 1:50 PM   CEUs Offered: 1

Symposium: Recent Advances in Functional Analysis Methodology

JAMES W. MOORE, Ph.D., BCBA-D (The University of Southern Mississippi)
For over 30 years, the behavior analytic literature has demonstrated the efficacy of treatments based on the results of a functional analysis of problem behavior. More recently, researchers, such as Hanley et al. (2014) and Mueller, Turner, & Moore (2005) have offered ways to incorporate various types of descriptive functional assessment data in the creation of analysis conditions that may more accurately capture the specific contextual contingencies related to problem behaviors across individuals and settings. In the current symposium, we will present numerous examples of revised functional analysis conditions in which descriptive data played an integral role in the contingency development. These examples will extend across multiple problem behaviors, settings, and ages. Some examples will include the incorporation of the trial-based functional analysis methodology within synthesized conditions. Implications for research and practice will be discussed.

Symposium Learning Objectives:

At the conclusion of this symposium, participants will be able to:
1. Describe methodology used to construct synthesized contingency analyses, including the use of trial-based analysis
2. Discuss some of the common barriers associated with conducting functional analyses in home and clinic settings
3. Describe how to use both traditional functional analysis data and descriptive data in the formation of synthesized contingency analyses
4. Discuss the application of synthesized contingency analysis data in the development of function-based treatment

The Use of Synthesized Trial-Based Functional Analyses Across Home and Clinic Settings in the Assessment of the Tantrum Behavior of a Three-Year-Old Boy with Autism

KATIE BOOZER, Heather Whipple, Charles Winsted, James W. Moore & Alexandria Gardner (The University of Southern Mississippi)

This presentation will present the results of a Functional Analysis (FA) conducted with a three-year-old boy with autism. A Synthesized Trial-based Functional Analysis (TBFA) was conducted to determine the variables maintaining the child's tantrum behaviors in two settings; home and clinic. It was hypothesized that the function of the child's behavior was access to tangibles therefore, three conditions were set up; non-contingent tangible, transition/control, and contingent tangible, to verify this hypothesis. Data were collected on the occurrence and nonoccurrence of tantrum behavior across each trial of the FA. Interobserver agreement (IOA) was calculated trial by trial for 30% of sessions in each condition. Tantrum levels were highest in the contingent tangible condition, suggesting that the child's behaviors were maintained by access to tangibles. In the other conditions, zero levels of tantrum behaviors occurred. Finally, as the assessment progressed, the time in which it took the child to exhibit tantrum behaviors in the contingent tangible condition, decreased. Consistent results were found across home and clinic settings.

Using Undifferentiated Experimental Outcomes to Design Synthesized Contingency Analyses

MELEAH ACKLEY, Crystal Toche, Parker Lundy, James W. Moore, & Robyn Riley (The University of Southern Mississippi)

In the current paper, traditional functional analysis methods resulted in zero occurrences of target behavior for a 4-year-old boy diagnosed with Asperger's Disorder (tantrums) and a 21-year-old woman in a residential setting (aggression). For both participants, however, high rates of non-targeted behaviors (manding for the boy, stereotypic behavior for the young woman) were found across all sessions, but these behaviors were systematically ignored. Follow-up interviews with caregivers and staff indicated that these non-targeted behaviors may be related to the contingencies maintaining target behavior in unknown ways. For the young boy, the mother indicated that she provided attention for mands in the form of "no" statements that were then usually followed by tantrum behaviors. For the young woman, staff indicated that stereotypic behaviors were often followed by statements or questions of concern (e.g. "Are you okay?") that were then reportedly followed by a decrease in stereotypy and an increase in aggressive and self-injurious behavior. For both individuals, new functional analyses that addressed these previously non-targeted behaviors demonstrated that attention for manding and stereotypic behaviors functioned as motivating operations related to the main target behaviors and associated contingencies. For the young boy, interobserver agreement data were collected across 40% of the sessions and ranged from 90-100%. For the young woman, exact interobserver agreement data were collected across 58% of the sessions and overall was 81%. Procedural integrity data were collected in 100% of sessions and overall was 100%.

Comparing Removed Versus Blocked Access in Synthesized Trial-Based Tangible Conditions in a Young Boy With Autism

BREANNA NEWBORNE, Crystal Touche, James W. Moore, & Angelina Gilfeather (The University of Southern Mississippi)

In the current study we conducted A Synthesized Trial-based Functional Analysis to capture maintaining variables for tantrum behaviors with a 4-year-old, African American male diagnosed with Autism. Conditions were developed as a result of open-ended interviews which suggested that his behavior was potentially maintained by access to tangibles. Conflicting interview data depicted two different types of tangible function: blocked access with the child being told no versus removed access. We compared three test conditions (i.e. Non-Contingent Tangible Condition, Blocked Access with 'NO' Tangible, Restricted Access Tangible) to investigate the degree to which blocking access with the word "NO'' would produce a higher rates of tantrum behaviors rather than solely restriction from the item. Results concluded that there was no distinct difference in the Block and Restricted conditions. Both conditions produced high levels of tantrum behaviors. Data were collected on the presence/absence of tantrum behaviors and latency. IOA was conducted for 100% across all settings for each TBFA.

2:00 PM - 2:50 PM   **CEUs Offered: 1**

Toward a Broader Understanding of Interval Recording Methods

JOHN T. RAPP (Auburn University)

In a series of studies, Rapp and colleagues evaluated the extent to which commonly used interval recording methods produced the same conclusions about changes in simulated and non-simulated frequency and duration events. Based on simulations with 10-min sessions, Rapp et al. (2008) found that (a) momentary time sampling (MTS) with up to 30-s intervals generally detected more changes in duration events than partial-interval recording (PIR) with 10-s intervals, (b) neither 10-s MTS nor 10-s PIR reliably detected small changes in duration events, (c) only 10-s PIR reliably detected small changes in frequency events, and (d) 10-s PIR produced a relatively high percentage of false positives when measuring changes in duration events. Carroll et al. (2009) found that neither combining 10-s MTS with PIR nor using variable MTS increased the sensitivity of 10-s MTS for detecting small changes in duration events. In direct contrast to what is commonly reported in textbooks, Devine et al. (2011) found that MTS with interval sizes up to 30s detected a wide range of changes in both duration and frequency events during 30 to 60 min observation periods. Schmidt et al. (2013) found that 10-s, 30-s, and 1-min PIR and MTs produced a high percentage of trending errors for both frequency and duration events; such errors can lead to poorly timed phase changes. Finally, Kolt and Rapp (2014) found that therapists generally preferred to use a specific interval recording method; however, they subsequently reported that their preference was based on ease of use rather than sensitive behavior measurement. The findings are consolidated and the practical implications are briefly discussed.

Learning Objectives:

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

1. Provide definitions of false negatives and false positives when measuring behavior change
2. Describe the conditions under which momentary time sampling (MTS) should be used to collect data
3. Describe the conditions under which partial interval recording (PIR) should be used to collect data
4. Identify types of error that are generated with MTS and PIR

3:00 PM - 3:50 PM   **PRESIDENTIAL ADDRESS**   **CEUs Offered: 1**

A Behavior Analytic Quagmire: A Call to Action

APRIL RAPP (The Learning Tree, Inc.)

A 2015 report commissioned by the Behavior Analyst Certification Board concluded that there is a rapidly growing demand for Board Certified Behavior Analysts (BCBAs). While number of new Behavior Analysts obtaining certification is on the rise, it may not be keeping pace with the demand. The combined result may conceivably be either an insufficient number of BCBAs to meet need, under-qualified persons filling these positions, or both. Potential fallout from insufficient or inadequate behavior analytic services will be discussed. Alternative service-delivery paradigms and supplemental mentorship following certification will be explored.

Learning Objectives:

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

1. Identify discrepancy in projected BCBA supply and demand
2. Discuss some current methods and considerations for prescriptive levels of BCBA services
3. Identify at least 2 sustainable ways of meeting increased BCBA demand

2016 EXECUTIVE COMMITTEE

President-Elect

   April Rapp (The Learning Tree, Inc.)

President

   Sacha Pence (Auburn University)

Past-President

   Sara Bicard (Auburn University-Montgomery)

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

   Odessa Luna (Auburn University)

   Sarah Haygood (Auburn University)

Executive Director

   Paige McKerchar (Jacksonville State University)

2017 Executive Committee Elections

The following Executive Committee positions will be filled for 2017:

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

All Full members of ALABA are eligible to vote. Newly elected Executive Committee members will take office beginning January 2017.

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!

Invited Keynote and Guest Speakers

Jon Bailey

Caio Miguel

Raymond G. Miltenberger

Claire St. Peter

James Perdue

Presenters, Chairs, and Discussants

Meleah Ackley	Sarah Haygood	James Moore
Katie Boozer	Heather Jones	Ashley Murphy
Kristen M. Brogan	Caitlin Kite	Breanna Newborne
Cassady Coco	Kim Krubinski	Nadratu Nuhu
John Michael Falligant	Sami Lee	Sacha Pence
Megan Ford	Liara Lovett	April Rapp
Catherine Gayman	Odessa Luna	John Rapp

Students-at-Large and Volunteers

Sarah Haygood
Odessa Luna

Kristen Brogan	Benjamin Hatley	Krishonna Payne
Hillary Bumpus	Kelsia King	Madeline Potter
Barathi Chinnappan	Cassidy McDougale	Courtney Smith
Jodi Coon	Amanda Niedfeld	Lana Smith
Anna Kate Edgemon	Jessie Palmier	Jennifer Williams

Wednesday, October 5, 2016		
Time	**Presenter and Title**	**CEUs**
9:00-12:00	Jon Bailey: Using Interactive Teams to Problem-Solve Ethics Scenarios	3
12:00-1:30	Lunch on your own	
1:30-4:30	Caio Miguel: Equivalence-Based Instruction in Early Intensive Behavioral Intervention	3

Thursday, October 6, 2016		
Time	**Presenter and Title**	**CEUs**
9:00-9:50	*Keynote Speaker*, Raymond G. Miltenberger Lessons Learned from 25 Years of Research on Teaching Safety Skills	1
10:00-10:50	John Rapp: Assessment and Treatment of Stereotypy: Evaluating Immediate and Subsequent Effects	1
11:00-11:50	*Keynote Speaker*, Caio Miguel Bidirectional Naming and Verbal Behavior	1
12:00-2:00	Lunch on your own	
2:00-3:20	Symposium, Sacha Pence Evaluating Procedures to Train Behavior-Analytic Skills	1.5
3:30-4:30	Poster Session and Networking	
4:30-5:30	Open Business Meeting	

Friday, October 7, 2016		
Time	**Presenter and Title**	**CEUs**
9:00-9:50	*Keynote Speaker,* Claire St. Peter Not All Treatment Challenges are Created Equal: Effects of Reduced Integrity on Treatment Outcomes	1
10:00-10:20	*Guest Speaker*, James Perdue Department of Mental Health's Role in Supporting Behavior Analysts and Their Customers	
10:30-11:30	*Keynote Speaker,* Raymond G. Miltenberger Get up and Go! Using ABA Procedures to Increase Physical Activity	1
11:30-1:00	Lunch on your own	
1:00-1:50	Symposium, James W. Moore Recent Advances in Functional Analysis Methodology	1
2:00-2:50	John Rapp: Toward a Broader Understanding of Interval Recording Methods	1
3:00-3:50	*Presidential Address,* April Rapp A Behavior Analytic Quagmire: A Call to Action	1

Notes