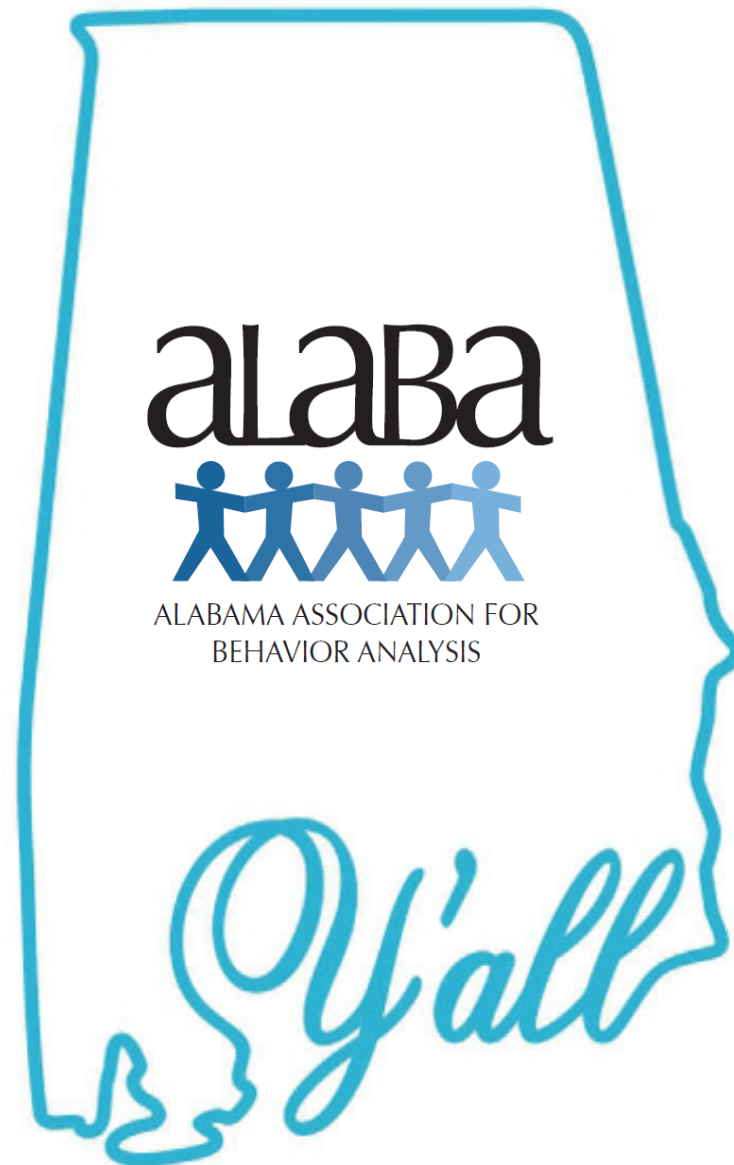


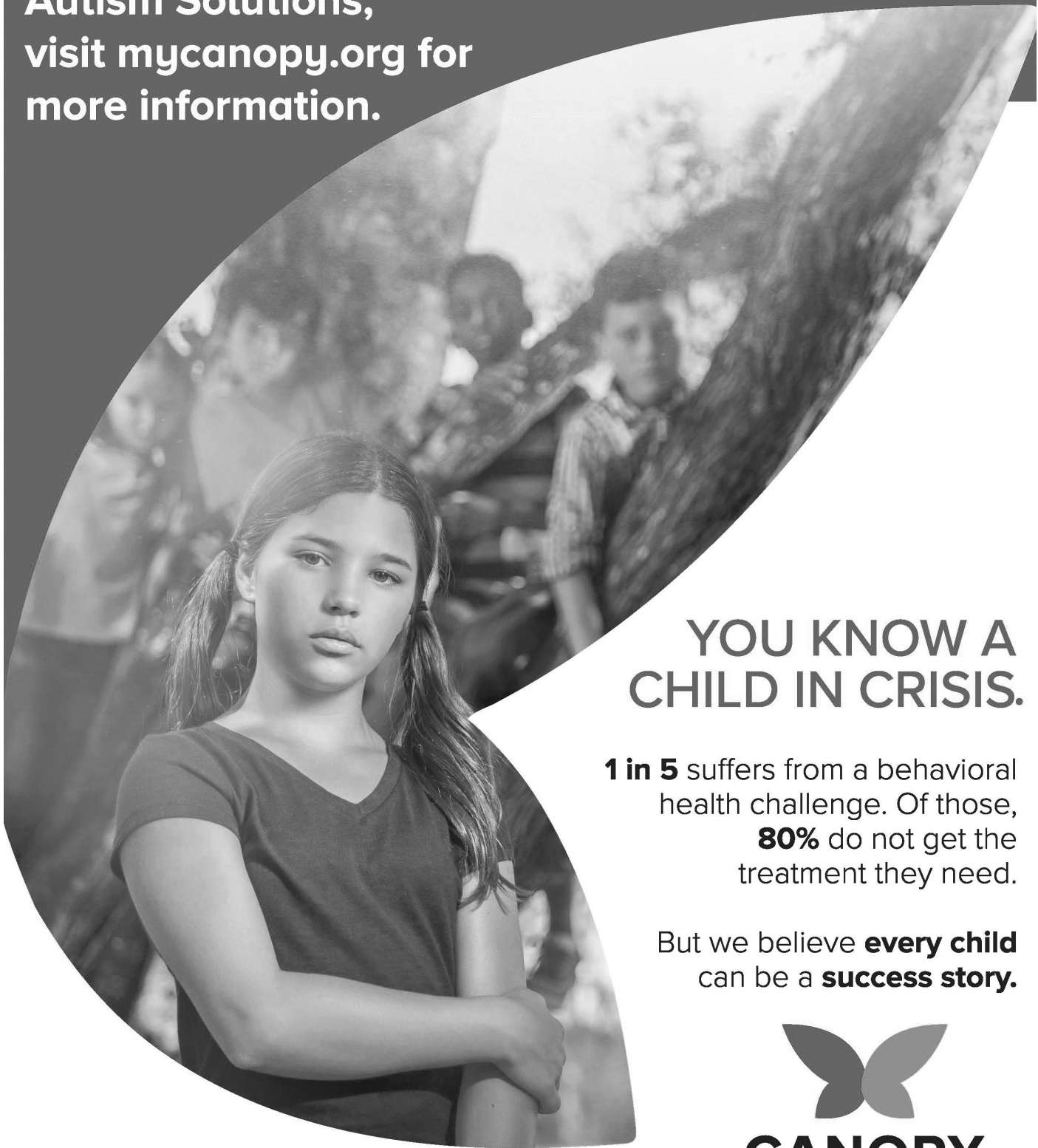
26th Annual Convention



October 18-20, 2017

DoubleTree Hotel, Birmingham

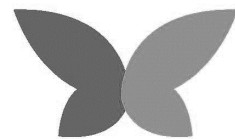
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ABOUT ALABA

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 10/20/2017. After 10/20/2017, 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.

To earn CEUs, attendees must complete the CE Verification Form and an evaluation prior to the conclusion of the convention. CEUs are \$10/hr (\$5/half hr) and must be paid on-site at the convention. CEU fees can be paid by cash, check, or credit card.



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INVITED KEYNOTE SPEAKERS



Laura Grow, Ph.D., BCBA-D

Dr. Laura Grow is the Executive Director for Garden Academy, a non-profit private school for children with developmental disabilities. She received her doctoral degree from Western Michigan University and completed her postdoctoral fellowship at the University of Nebraska Medical Center's Munroe-Meyer Institute. Dr. Grow is a former editorial board member for the Journal of Applied Behavior Analysis and The Analysis of Verbal Behavior. She is a current editorial board member for Behavior Analysis in Practice. Her research interests include comparing the efficiency of instructional strategies, remediating faulty stimulus control, and developing interventions for early language skills.



Tim Courtney, M.S., BCBA

Tim Courtney is foremost a behavior analyst who is passionate about the science of human behavior. His journey began with a chance meeting with a friend who explained her career as a behavior analyst. Tim was instantly intrigued, as this role was well aligned with his value for effective intervention. Highly motivated, he then quickly completed the coursework requirements to get his Board Certified Assistant Behavior Analyst® (BCaBA®) certification. Shortly thereafter, Tim enrolled in the Master of Applied Behavior Analysis program at Florida Institute of Technology. He had the amazing opportunity to work in several diverse settings: public schools, residential programs, center-based programs, and in private and group homes. Tim loved doing clinical work, and he found his calling when he shifted to operations and the system-wide performance of Little Star. As a result, Tim's research focus became the practice of behavior analysis — such as how to work with insurance companies — as well as management, supervision and leadership. Right now he's working on his PhD in Leadership at Benedictine University.



Vince LaMarca, M.A., BCBA

Vince LaMarca is Senior Clinical Director at LittleStar ABA Therapy, where he guides and evaluates clinical services across nine programs, consistent with best practice to optimize measurable clinical quality outcomes. He spent the first four years of his ABA journey as a therapist, advanced to the role of behavior analyst for the next eight years, supervised a clinical program for another seven years, and has served the last three years in his current role. Research interests include: encouraging individualized programming decisions to promote rapid progress, predicting outcomes of ABA therapy, evaluating criteria for medical necessity, and advancing a conceptually systematic understanding of ABA teaching procedures.



Mike Wasmer, DVM

Mike is the Director of State Government Affairs for Autism Speaks and the father of two children – including a teenager with autism. Since joining Autism Speaks in 2011, Mike has helped lead the passage of autism insurance reform laws across the country. A frequent speaker on autism advocacy and policy, Mike has also successfully advocated for the addition of meaningful autism benefits in many self-funded health benefit plans. While continuing his work with stakeholders to assure effective implementation and enforcement of autism insurance laws, Mike and the State Government Affairs Team at Autism Speaks are also working to improve transition services for individuals impacted by autism. That includes services to facilitate the transition from high school to independent living, employment or post-secondary education. Mike holds a Bachelor of Science degree from Loyola University, Maryland and a Doctor of Veterinary Medicine degree from The Ohio State University, College of Veterinary Medicine. He also completed a veterinary internal medicine residency at Texas A&M University College of Veterinary Medicine and is a diplomate of the American College of Veterinary Internal Medicine. So if he can't answer your health insurance questions today, he may be able to tell you why your dog isn't feeling well...

INVITED KEYNOTE SPEAKERS, cont.



Joanne Gerenser, Ph.D., CCC-SLP

Joanne is the executive director of the Eden II Programs in Staten Island, NY. She is an adjunct associate professor at Brooklyn College and a member of the faculty of the Penn State Professional Development Certificate Program in Autism. She received her Master's degree in Speech and Hearing Sciences at the Ohio State University and her Ph.D. Speech and Hearing Science from the City University of New York Graduate Center. She is Vice-Chair of the Scientific Advisory Council for the Organization for Autism Research. She is currently the president of the Board for the Interagency Council for Mental Retardation in NYC as well as the Board President of the Council of Autism Service Providers. Dr. Gerenser is co-author of the interactive CD-ROM entitled *Behavioral Programming for Children with Autism*, and has authored several book chapters and articles on autism and developmental disabilities. She sits on a number of professional advisory boards for Autism Service Providers nationally and internationally.



Joseph Lambert, Ph.D., BCBA-D

Joseph M. Lambert is an Assistant Professor and the Applied Behavior Analysis (ABA) Program Director in the Department of Special Education at Vanderbilt University. Joe received a Ph.D. in Disability Disciplines from Utah State University with an emphasis in ABA and is a Doctoral-level Board Certified Behavior Analyst (BCBA-D). His areas of expertise include functional analysis methodology, function-based interventions, and environmental factors that influence the maintenance of these interventions.



Mirari Elcoro, Ph.D., BCBA-D

Dr. Elcoro is currently a professor of psychology at Framingham State University in Framingham, Massachusetts. Dr. Elcoro obtained a bachelor of arts in psychology from the Andres Bello University in Caracas, Venezuela, a master of science and a doctorate degree in psychology from West Virginia University in the behavior analysis program under the mentorship of Dr. Andy Lattal. Dr. Elcoro is a Board Certified Behavior Analyst, with doctoral designation; her applied experience came from Marcus Autism Center in Atlanta, GA and from Benchmark Human Services in Bloomingdale, GA. Dr. Elcoro is a Governor's Teaching Fellow from the Institute of Higher Education at the University of Georgia, and has been nominated to the Georgia Regents' Excellence in Teaching Award by Armstrong State University where she taught for nine years. She serves in the editorial board of the Mexican Journal of Behavior Analysis. Within the experimental analysis of behavior Dr. Elcoro is interested in the study of temporal control, delay of reinforcement, behavioral pharmacology, and resurgence of operant behavior. Also, within applied behavior analysis, areas of interest are the assessment and reduction of problem behavior and resurgence of operant behavior. Dr. Elcoro is also interested in the intersections between behavior analysis and neuroscience and in the scholarship of teaching and learning.

WEDNESDAY, OCTOBER 18, 2017

WORKSHOPS

9:00 AM - 12:00 PM

CEUs Included: 3

Teaching Listener Behavior to Children with Developmental Disabilities

LAURA GROW, Ph.D., BCBA-D (Garden Academy)

Listener skills refer to responding appropriately to another person's verbal behavior (Skinner, 1957; Sundberg & Partington, 1998). Teaching listener skills is a critical component of early intervention for children with developmental disabilities. Listener skills are either simple or conditional discriminations. Designing effective listener training programs relies on an understanding the stimulus control that results from both simple and conditional discrimination training. In this workshop, we will review and practice recommendations for designing and implementing programs based on those described by Grow & Leblanc (2013). The course is appropriate for beginning and advanced clinicians designing programs for children with developmental disabilities.

Learning Objectives:

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

1. Identify the function of the antecedent stimuli presented by the instructor during listener programs
2. Describe the rules for counterbalancing sample and comparison stimuli
3. Describe two presentation orders for the sample and comparison stimuli
4. Describe common inadvertent therapist cues and strategies for reducing cues
5. Describe common error patterns exhibited by children with developmental disabilities during listener training
6. Learn how to perform different error analyses

1:00 PM - 6:00 PM

CEUs Included: 5

Navigating the 10th Circle of Hell: A Road Map to Writing Medically Necessary Treatment Plans

TIM COURTNEY, M.S., BCBA & VINCE LAMARCA, M.A., BCBA
(Little Star Center)

In the Middle Ages, Italian writer Dante wrote about the nine circles of hell in his epic poem, "Dante's Inferno." Perhaps, though, if Dante were alive today, his work would have included a 10th circle--health insurance. This workshop will help clinicians learn how to write successful treatment plans that support medical necessity for health-insurance funded individuals with autism. Since Alabama recently enacted an Autism mandate, to be successful with this new stream of funding, behavior analysts have to learn about how to navigate the medical insurance system. Topics covered in this workshop include credentialing, the process from preauthorization to treatment, how to write a treatment plan that supports medical necessity and an introduction to the appeal process. Once mastered, clinicians can focus on the more enjoyable circles of hell, such as treachery, heresy, and wrath.

Learning Objectives:

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

1. Organize all of the steps from preauthorization through reauthorization
 2. State the necessary components of a comprehensive and focused treatment plan to meet medical necessity
 3. Review diagnostic reports, as well as behavioral assessments and the written treatment plan to ensure that it justify medical necessity
-



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THURSDAY, OCTOBER 19, 2017

CONVENTION SESSIONS

8:30 AM - 9:20 AM

KEYNOTE ADDRESS

CEUs Offered: 1

Sponsored by the Autism Society of Alabama

1st Annual Rep. Jim Patterson “Service to Autism” Presentation

Autism Insurance Reform in Alabama: Details of HB 284, Implementation and Enforcement

MIKE WASMER, DVM (Autism Speaks)

With the passage of HB 284 in May of this year, Alabama became the 46th state to require meaningful coverage for the treatment of autism, including ABA, in certain health benefit plans. We will review benefit details of HB 284 including who is covered and who is not covered by this legislation. We will also discuss the importance of implementation and enforcement of autism insurance reform laws and how to advocate for the addition of an ABA benefit to health plans not impacted by HB 284.

Learning Objectives:

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

1. Recognize the status of coverage for the treatment of autism, including ABA, in all health insurance markets in Alabama
2. Understand the importance of implementation and enforcement of autism insurance reform laws
3. Advocate for the addition of an ABA benefit to self-funded health benefit plans

9:30 AM - 10:20 AM

INVITED PRESENTATION

CEUs Offered: 1

Planning for Adulthood Through Effective Education

JOANNE GERENSER, Ph.D., CCC-SLP (Eden II Diagnostic & Outreach Center)

Research has shown that more than half of students with autism aging out of education systems have poor outcomes as adults. Less than 30 % are employed and less than 20 % have long term personal relationships. The funding for services for individuals with ASD aging out of schools is often extremely limited, generally a quarter of what is available prior to 21. It is imperative that the programming for teens and young adults while in schools is guided by long term goals and preparation for adulthood. This presentation will discuss critical components of a program for adolescents and young adults with a focus on independence, community access and job development.

Learning Objectives:

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

1. Describe current service models for adults with ASD
 2. Identify key outcome measures for adolescents and adults with ASD
 3. Describe key barriers to achieving outcomes and strategies to address these
 4. Define role of behavior analyst in supporting the transition process
-

10:30 AM - 11:20 AM KEYNOTE ADDRESS CEUs Offered: 1

Using Video-Based Preference Assessments to Identify Preferred Social Interactions for Individuals with Developmental Disabilities

LAURA GROW, Ph.D., BCBA-D (Garden Academy)

Practitioners and researchers use the results of preference assessments to inform the selection of reinforcers for behavior-change procedures. Researchers have refined preference assessment methodologies in several ways. In this talk, I will discuss two studies and one clinical evaluation related to preference assessments. The purpose of the first study was to develop a structured interview to help caregivers identify potential social reinforcers for inclusion in a preference assessment and to evaluate the correspondence between video-based and photo-based preference assessments of social interactions. The purpose of the second study was to compare the results of a video-based preference assessment and a reinforcer assessment for social stimuli. The purpose of the clinical evaluation was to identify preferred pre-vocational activities using a video-based preference assessment for a teenager with developmental disabilities. I will discuss the results of the studies and clinical evaluation in terms of applied implications and future research directions.

Learning Objectives:

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

1. Describe the rationale for using preference assessments to help inform the selection of potential reinforcers in behavior-change programs
 2. Describe a process for identifying preferred social interactions and pre-vocational activities using a video-based preference assessment
 3. Identify several uses of video-based preference assessment in clinical practice
-

1:30 PM - 1:55 PM

Alabama Regional Autism Networks

ANNA MCCONNELL (Alabama Autism Coordinator)
DORIS HILL (Auburn University Regional Autism Network)

The Alabama Legislature approved funding to develop five Regional Autism Networks beginning 1 October 2017. The initial three were approved in 2016. The initial Networks funded include Auburn University, the University of Alabama at Birmingham (UAB) and the University of South Alabama (USA) in Mobile. The University of Alabama (UA) and the University of Alabama at Huntsville (UAH) will join the Network in October 2017. These universities will cover the entire state to coordinate services and provide assistance and support to families.

Network responsibilities include providing information about ASD, connecting families to services through federal, state, and local agencies and school districts, assisting with problem solving, and providing opportunities for training, technical assistance, and consultation to parents and professionals that are specific to the needs identified in each region.

The networks will not:

1. Provide direct evaluation or treatment service
2. Provide financial assistance
3. Endorse specific products or programs
4. Disclose or discuss confidential information

The presenters will inform ABA professionals about the recently established Regional Autism Networks (RAN), how to access this resource, and provide information on their charge to provide technical assistance and consultation, and training to build capacity and increase public awareness. Insurance reform and licensure will also be addressed.

2:00 PM - 3:20 PM

CEUs Offered: 1

Symposium: Growing ABA in AL: RBTs in the Classroom, Treatment Plans for 3rd Party Payers, and Licensing

Symposium Learning Objectives:

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

1. Access and complete an application for licensure as a behavior analyst in Alabama
2. Work within the guidelines set by some insurance companies
3. Identify how the Professional and Ethical Code for Behavior Analysts affects treatment plan writing and how to write an appropriate plan according to these guidelines
4. Identify common mistakes that may affect third-party payer's approval of your treatment plan and methods for proactively addressing appeals
5. Create a culture for sustaining the RBT® credential, including developing management systems, establishing agency policies, revising job descriptions, and delineating roles and responsibilities
6. Train staff, including designing a curriculum that meets RBT® task list standards while also meeting specific agency needs, creating task analyses and checklists for competency-based training, and using behavior skills training for implementation
7. Provide practical supervision for RBTs® as required by the Behavior Analyst Certification Board®, including documentation, competency checklists, and scoring rubrics

Update on Behavior Analyst Licensing in Alabama

PAIGE MCKERCHAR (Jacksonville State University)

On August 11, the Alabama Behavior Analyst Licensing Board began offering applications for licensure to Board Certified Behavior Analysts® and Board Certified Assistant Behavior Analysts®. This licensing process is essential for protecting our clients and for providing practicing behavior analysts with the credential they need to qualify for some third-party payments. With the successful passage of the AL Autism Insurance Law, licensed behavior analysts can now qualify for reimbursement from some insurance companies. This presentation is designed to inform attendees about the licensing procedure and to provide any updates the AL Behavior Analyst Licensing Board has received from insurance companies regarding requirements for contracting with them. Attendees are also encouraged to ask questions and provide suggestions regarding the future of ABA regulation in Alabama.

Writing Ethically Defensible Treatment Plans for Third Party Payers

DAVID F. BICARD (Great Leaps Learning Center)

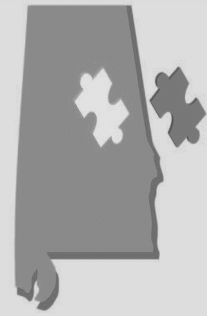
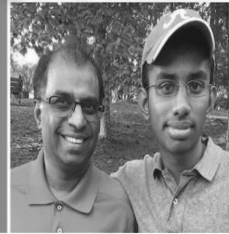
This presentation will address treatment plan writing as it relates to the Professional and Ethical Compliance Code for Behavior Analysts from the Behavior Analyst Certification Board that went into effect on January 1, 2016. However, we will go beyond basic compliance and address common problems with treatment plans and how to avoid them when submitting treatment plans for external review from funding sources and contractors. We will discuss what to do when plans get denied or treatment hours get cut by third party payers.

Adoption of the Registered Behavior Technician Credential™ in Special Education Classrooms

REBECCA R. ROSE, Paul Agostini, Julia Zimmerman, Sheridan Chambers, & Madison Dykes (Glenwood, Inc.)

Glenwood's Allan Cott School provides services to students 6-21 years of age with diagnoses of developmental and intellectual disabilities. In 2016, the Registered Behavior Technician™ credential was adopted to expand ABA programming in our special education classrooms. In this presentation, we will discuss how we were able to implement a large-scale training program with staff members of various educational levels and experience. Additionally, we will discuss how we are able to maintain staff credentialing, specifically with meeting ongoing supervision standards.

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3:30 PM - 4:30 PM

POSTER SESSION & NETWORKING

A Further Examination of using Conditional Discrimination Training to Teach Coin Equivalencies to Children and Adolescents with Autism

Laura-Katherine Barker, Kayla Russo, Heather Whipple, & James W. Moore
(The University of Southern Mississippi)
Greg Sanford (Canopy Children's Solutions)

DRO with Response Cost Intervention for Nail Picking Behavior in a Child with Autism

Katie Bishop, Hayden Rizer, Sarah Litten, Robyn Brewer, & James W. Moore
(The University of Southern Mississippi)

A Component Analysis of Vocal Output Communication Aides for Children with Autism Spectrum Disorder

Robyn R. Brewer, Shawn Bishop, & James W. Moore
(The University of Southern Mississippi)

Delay Discounting Procedures to Increase Self-Control of Detained Male Adolescents

Kristen Brogan, John Michael Falligant, & John Rapp (Auburn University)

Decreasing Inappropriate Sexual Arousal in Adolescent Males Through Instruction and Self-Control

Kristen Brogan, Amanda Niedfeld, & John Rapp (Auburn University)

Application of Multiple Baseline Designs in Behavior Analytic Research: Evidence for the Influence of New Guidelines

Jodi Coon & John Rapp (Auburn University)

Increasing Eye Contact for Children with Autism Spectrum Disorders and Related Intellectual Disabilities Using an Eye Tracking Preparation

Anna Kate Edgemon, John Rapp, & Joseph Bardeen (Auburn University)

Interteaching in an Asynchronous Online Class

Catherine M. Gayman, Frank Hammonds, & Rebecca Knighton (Troy University)

An Evaluation of a Time-In Light Procedure on Problem Behavior and On-Task Behavior

Benjamin Hatley (Auburn University)

Evaluation of Parent-Child Interaction Therapy Following Functional Analyses

Benjamin Hatley, Naratu Nuhu, Sacha Pence, Allison Cotter, & Elizabeth Breston-Knight
(Auburn University)

Behavioral Skills Training on the Implementation of Discrete Trial Teaching: A Follow up

Heather Jones, Karri Humphries, & Stephanie Remington (The Learning Tree Inc.)

Training Tolerance to Delays to Reinforcement: Delay Fading with Items and a Mediating Response

Barathi Chinnappan & Odessa Luna (Auburn University) & Sacha T. Pence (Drake University)

3:30 PM - 4:30 PM

POSTER SESSION & NETWORKING Cont.

Signaling Conversational Conditions in Adolescents with Stimulus Control Procedures

Amanda Niedfeld & John Rapp (Auburn University)
Jennifer Cook (Monarch House)

A Comparison of Forward and Backward Chaining in Teaching Adults Olympic Weightlifting

Laura M. Quintero, Courtney Foret-Chiasson, Joshua Slater, & James W. Moore
(The University of Southern Mississippi)

A Treatment Evaluation and Treatment Extension of Rumination Using Contingent Oral Hygiene and Differential Reinforcement of Other Behavior with an Adult Male with Autism

Rebecca R. Rose & Catrina Lanier (Glenwood, Inc.)

An Analysis of the Value of Choice in the Laboratory: The Effects of Reinforcement Probability and the Presence of Undesirable Alternatives

Kristen A. Rost (Troy University)

A Comparison of Error Correction Procedures in the Acquisition of Audio-Visual Conditional Discriminations in Children with Autism

Kayla Russo, Angelina Gilfeather, Heather Whipple, & James W. Moore
(The University of Southern Mississippi)

Use of DRA Procedure to Reduce Repetitive Vocalizations

Jennifer W. Subramanian, Meleah Ackley, Crystal Toche, Kyle E. Rowsey & James W. Moore
(The University of Southern Mississippi)

Effect of Environment Change, Planned Ignoring, and a Token Economy on Problem Behavior and Work Completion on an Adolescent with Autism Spectrum Disorder

M. Garrett Yeager, Crystal Toche, Charles Winstead, Madeline Potter, Parker Lundy, Kyle E. Rowsey, & James W. Moore (The University of Southern Mississippi)

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.

4:30 PM - 6:30 PM

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Details will be announced at the poster session.

FRIDAY, OCTOBER 20, 2017

CONVENTION SESSIONS

8:30 AM - 9:20 AM

KEYNOTE ADDRESS

CEUs Offered: 1

ABA and SLP: Bridging the Gap to Enhance Services for Children with ASD

JOANNE GERENSER, Ph.D., CCC-SLP (Eden II Diagnostic & Outreach Center)

Speech-language pathologists (SLPs) and professionals in applied behavior analysis (ABA) frequently participate as members of support teams for children with autism. Collaboration between these professionals can enhance the team's work, since each professional brings valuable resources to the table. However, overlapping areas of expertise, different terms used for similar instructional elements, and variations in addressing the same problems may complicate the collaborative process. This gap between ABA professionals and SLPs appears to be growing even wider and if not addressed, can begin to have negative consequences for individuals on the spectrum. This presentation will discuss the differences and issues that complicate collaboration. Examples of the widening gap will be provided from the field. Finally, potential strategies to overcome these challenges and foster collaboration will be discussed.

Learning Objectives:

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

1. Identify areas of overlapping expertise and roles for the SLPs and behavior analysts
2. Describe at least 3 common misconceptions of applied behavior analysis
3. Describe at least 3 common misconceptions of speech pathology
4. Identify potential strategies to enhance collaboration between the speech pathologist and the behavior analyst

9:30 AM - 10:20 AM

INVITED PRESENTATION

CEUs Offered: 1

Doing Something About Resurgence: An Iterative Story

JOSEPH M. LAMBERT, Ph.D., BCBA-D (Vanderbilt University)

Resurgence describes a specific type of relapse in which a previously eliminated response reappears after an alternative response contacts extinction. During the maintenance stages of functional communication training (FCT), failure to reinforce mands could result in a resurgence of problem behavior. Recent translational work targeting arbitrary human responses suggests that incorporating multiple-mand instruction into a serial training format could increase the probability of observing both a recency effect and response reversion when functional reinforcement isn't available. However, a replication of these procedures with socially significant human behavior (i.e., problem behavior and mands) have yielded less consistent results. The purpose of this talk is to highlight why recency and reversion would be desirable in a therapeutic context and to describe how a series of modifications to a published serial training program might lead to consistent and desirable outcomes in applied settings.

Learning Objectives:

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

1. Define resurgence and describe why the phenomenon is relevant to differential reinforcement-based approaches to intervention
 2. Describe why recency and reversion may represent optimal patterns of responding for clients who contact temporary lapses in fidelity to differential reinforcement-based interventions.
 3. Describe procedural modifications to traditional models of FCT that have been used to increase mand variability when initial mands contact extinction and the resurgence of problem behavior is likely
-

10:30 AM - 11:20 AM

INVITED PRESENTATION

CEUs Offered: 1

Interactions Between Basic and Applied Behavior Analysis

MIRARI ELCORO, Ph.D., BCBA-D (Framingham State University)

This presentation consists of an overview of various issues related to basic-applied interactions in behavior analysis. An introduction to the terms basic and applied, as well as a description of how these fields are viewed as ends of a continuum will serve as an introduction. This preamble will be followed by a brief discussion of selected literature on the interactions between basic and applied behavior analysis and on the call for collaborations to generate translational research. A definition of translational research and a description of models used to conceptualize how to conduct such type of research will be presented. After this, selected collaborative translational research projects will be described. This presentation will also include a brief review of empirical methods to examine interactions between subfields of behavior analysis.

Learning Objectives:

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

1. Introduce the terms basic and applied in the context of research in behavior analysis
 2. Define translational research and outline selected examples and their utility in the practice of behavior analysis
 3. Describe empirical methods to examine interactions between basic and applied behavior analysis
-

1:00 PM - 1:50 PM

CEUs Offered: 1

How Humans Make Choices Between Variable and Fixed Delays and One and Two Rewards

TODD MCKERCHAR (Jacksonville State University)
James E. Mazur (Southern Connecticut State University)

In various choice situations, nonhumans strongly prefer reinforcers delivered after a variable delay than those delivered after a fixed delay. Nonhumans also prefer multiple reinforcers delivered across time over a single reinforcer with a fixed delay. This preference for variability is predicted by models of delay discounting that state a reinforcer's "value" decreases in a curvilinear manner as a function of time. Accordingly, we have developed discounting-like procedures in which humans choose between hypothetical monetary rewards with variable and fixed outcomes. Importantly, we have tested quantitative predictions about the choices one should observe in these procedures, as has been done with nonhumans. Generally, our findings have been inconsistent with the predictions of curvilinear discounting—no strong or consistent preference for variable rewards among humans. This lack of preference for variability may reflect a process difference between the verbal tasks conducted with humans and the contingency-based tasks conducted with nonhumans. Nevertheless, in our most recent study we found a case where humans showed a preference for variability that was in quantitative agreement with the predictions of curvilinear discounting. These different results in different choice situations suggest the structure or "framing" of the outcomes may also be an important determinant of choice.

Learning Objectives:

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

1. Understand what is meant by a "preference for variability"
 2. Compare the preference for variability observed in prior studies with nonhumans to the results reported in the experiments with humans
 3. Describe one potential reason why the authors have not consistently observed a preference for variability in their procedures with human participants
-

2:00 PM - 2:50 PM

CEUs Offered: 1

Symposium: Methodological Refinements in Training Students, Parents, and School Staff

Symposium Learning Objectives:

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

1. Discuss the four main components of behavioral skills training (BST)
2. Discuss the effects of intensity and spacing on procedural fidelity
3. Understand how differing components of procedural fidelity influence interpretation of mastery
4. Describe the Program for the Education and Enrichment of Relational Skills (PEERS)
5. Discuss how to use BST to train parents
6. Describe how feedback can be delivered by parents
7. Discuss how to use video modeling and voice-over instruction to train special education staff
8. Discuss the importance of high procedural fidelity when implementing reinforcement strategies
9. Understand the advantages and limitations of video modeling and voice over instruction

Effects of Spacing and Intensity of Behavior on Levels of Treatment Integrity

SARAH BEDELL, Sacha Pence, Odessa Luna, & Nadrat Nuhu
(Auburn University)

Problem behavior can be extremely disruptive and can impact a person's success in his home, school, and community. A behavior intervention plan (BIP) can be developed to reduce the problem behavior and increase appropriate behavior. However, for BIPs to be successful, behavior-change agents must implement the procedures with high levels of integrity. The purpose of this study was to evaluate two variables (intensity of problem behavior and spacing of problem behavior) on levels of treatment integrity. Participants were assigned to a BIP that used differential reinforcement of alternative behavior (DRA) or differential reinforcement of other behavior (DRO), as well as a test condition (spacing or intensity). During the test condition, the intensity or the spacing of the problem behavior was manipulated so that 70% of instances were irregularly spaced or occurred with increased intensity. All participants engaged in similar levels of integrity during the control and the spacing or intensity condition. Participants who implemented the DRO protocol had overall lower levels of treatment integrity compared to participants who implemented the DRA protocol. Interobserver agreement (IOA) was collected by a secondary, independent observer for 37.5% of sessions. Proportional IOA was calculated by dividing the smaller number by the larger number for each component. Correct and incorrect proportions were calculated separately. The proportions were added and divided by the total number of components (the correct and incorrect columns for each component each counted as one when adding the total number of components). The overall IOA across all participants was $M = 81.2\%$ (range, 72% to 95%).

2:00 PM - 2:50 PM, Cont.

Evaluation of Parent Feedback Delivery During PEERS Program

NADRAT NUHU, Amanda Niefield, Jessica Palmier, Sacha Pence, & Doris Hill
(Auburn University)

The Program for the Education and Enrichment of Relational Skills (PEERS; Laugeson & Frankel, 2010) is a parent- assisted manualized group social skills intervention aimed at improving the social functioning of adolescents with autism spectrum disorder (ASD). Currently, outcome measures used in the PEERS program do not include an evaluation of parents' acquisition of feedback delivery skills. Given the potential effects of parental feedback, such as praise and criticism, it is important that the skills emitted by parents trained to provide feedback are evaluated to ensure their accuracy. The current study assessed the effectiveness of the PEERS program at training parents to provide feedback to individuals following a social interaction. Participants consisted of six parents of adolescents with ASD, who were enrolled in a community implementation of the UCLA PEERS group. A concurrent multiple baseline across skills was used to evaluate parental acquisition of social skills feedback delivery with a confederate. Interobserver agreement (IOA) was collected by a secondary, independent observer for 34.3% of sessions. IOA was collected using the proportional method. The results demonstrated that none of the participants achieved mastery of feedback delivery across all six skills (e.g., two-way conversations). Following the PEERS didactic, brief behavior skills training (BST) was implemented to increase parental feedback delivery to mastery levels. BST resulted in increased levels of correct parental feedback delivery for at least one skill for all participants. Findings suggest that the PEERS didactic may not be sufficient to train parents to deliver feedback on a child's performance following a social interaction.

Preliminary Investigation of Video Modeling with Voiceover instruction to Train Reinforcement Strategies

ODESSA LUNA, Nadrat Nuhu, & Jessica Palmier
(Auburn University)

Special education teachers and paraprofessionals are legally mandated to implement evidence-based practices (EBP) to teach academic, social, and self-help skills to students with disabilities. EBPs can include the use of differential reinforcement of other (DRO) behavior and differential reinforcement of alternative (DRA) behavior. It is crucial that special education staff are trained to fidelity when implementing EBPs. Past investigations (e.g., Weldy, Rapp, & Capocasa, 2014) have demonstrated that PowerPoint presentations that incorporated video modeling and voice-over instruction training strategy effective in increasing teachers' procedural fidelity when implementing preference assessments. The purpose of the current study was to evaluate the effectiveness of this strategy at increasing staff member procedural fidelity of DRO and DRA procedures when conducting a training with limited resources. Staff member's implementation was evaluated with a confederate using a nonconcurrent multiple probe design across reinforcement strategies to evaluate the effects of video training. Results indicated that at least 3 exposures to videos were needed for staff to implement the DRO and DRA procedures at mastery level. Only one participant did not master skills after 4 exposures to videos. A secondary, independent observer collected interobserver agreement (IOA) for 20% of sessions, and IOA was calculated using the proportional method. The clinical implications of the findings and utility of this training strategy in a school-consulting role will be discussed.

3:00 PM - 3:50 PM

PRESIDENTIAL ADDRESS

CEUs Offered: 1 S

Supervision: Dos and Don'ts

SABRINA FRANKS (Alabama Department of Human Resources)

The potential outcomes of a supervisee can depend on the comprehensiveness of their supervision. Supervision needs to be effective to ensure the supervisee's work is producing effective outcomes. Therefore, it is very important for a supervisor to not only evaluate the work of their supervisee but also to periodically evaluate their supervision. In order to evaluate the supervision, it is essential for both parties to know the definition of a supervisor and their duties to the supervisee. This talk will include looking at purpose of supervision, an overview of supervision that should be common practice among all supervisors, and the potential outcomes of ineffective supervision.

Learning Objectives:

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

1. Define supervision and know the purpose of it
2. Understand the best practice of supervising to include key components of supervising
3. Understand the "Don'ts" of supervising to avoid potential problems due to ineffective supervision

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2018 Executive Committee Elections

The following Executive Committee positions will be filled for 2018:

- President-Elect (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 2018.

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 Speakers

Laura Grow

Tim Courtney

Mike Wasmer

Joanne Gerenser

Joseph Lambert

Mirari Elcoro

Presenters

Laura-Katherine Barker

David Bicard

Katie Bishop

Robin Brewer

Kristen Brogan

Barathi Chinnappan

Jodi Coon

Anna Kate Edgemon

Sabrina Franks

Catherine Gayman

Benjamin Hatley

Sarah Haygood

Doris Hill

Heather Jones

Sarah Litten

Odessa Luna

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Todd McKerchar

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Nadrat Nuhu

Laura Quintero

Rebecca Rose

Kristen Rost

Kayla Russo

Jennifer Subramanian

M. Garrett Yeager

Volunteers

Odessa Luna

Anna Kate Edgemon

Adam Almanza

Chandler Brock

Kristen Brogan

Barathi Chinnappan

Jodi Coon

John Michael Falligant

Sally Hamrick

Emily Longino

Cassidy McDougale

Amanda Niedfeld

Soracha O'Rourke

Hillary Owens

Justine Panchuk

Laura Quintero

| Wednesday, October 18, 2017 | | |
|------------------------------------|--|-------------|
| Time | Event | CEUs |
| 9:00-12:00 | Laura Grow: <i>Teaching Listener Behavior to Children with Developmental Disabilities</i> | 3.0 |
| 12:00-1:00 | Lunch on your own | |
| 1:00-6:00 | Tim Courtney: <i>Navigating the 10th Circle of Hell: A Road Map to Writing Medically Necessary Treatment Plans</i> | 5.0 |

| Thursday, October 19, 2017 | | |
|-----------------------------------|---|-------------|
| Time | Event | CEUs |
| 8:30-9:20 | Keynote Address – Sponsored by the Autism Society of Alabama Mike Wasmer: <i>Autism Insurance Reform in Alabama: Details of HB 284, Implementation and Enforcement</i> 1st Annual Rep. Jim Patterson “Service to Autism” Presentation | 1.0 |
| 9:20-10:20 | Invited Presentation Joanne Gerenser: <i>Planning for Adulthood Through Effective Education</i> | 1.0 |
| 10:30-11:20 | Keynote Address Laura Grow: <i>Using Video-Based Preference Assessments to Identify Preferred Social Interactions for Individuals with Developmental Disabilities</i> | 1.0 |
| 11:30-1:30 | Lunch on your own | - |
| 1:30-1:55 | Doris Hill & Anna McConnell: <i>Alabama Regional Autism Networks</i> | - |
| 2:00-3:20 | Paige McKerchar/David Bicard/Renea Rose Symposium: <i>Growing ABA in AL: Licensing, Treatment Plans for 3rd Party Payers, and RBTs in the Classroom</i> | 1.5 |
| 3:30-4:30 | Poster Session and Networking | - |
| 4:30-5:30 | Open Business Meeting | - |
| 4:30-6:30 | Hangout & Socialize compliments of Milestones Behavior Group | - |

| Friday, October 20, 2017 | | |
|---------------------------------|--|-------------|
| Time | Event | CEUs |
| 8:30-9:20 | Keynote Address Joanne Gerenser: <i>ABA and SLP: Bridging the Gap to Enhance Services for Children with ASD</i> | 1.0 |
| 9:30-10:20 | Invited Presentation Joseph Lambert: <i>Doing Something About Resurgence: An Iterative Story</i> | 1.0 |
| 10:30-11:20 | Invited Presentation Mirari Elcoro: <i>Interactions Between Basic and Applied Behavior Analysis</i> | 1.0 |
| 11:30-1:00 | Lunch on your own | - |
| 1:00-1:50 | Todd McKerchar: <i>How Humans Make Choices Between Variable and Fixed Delays and One and Two Rewards</i> | 1.0 |
| 2:00-2:50 | Odessa Luna Symposium: <i>Methodological Refinements in Training Students, Parents, and School Staff</i> | 1.0 |
| 3:00-3:50 | Presidential Address Sabrina Franks: <i>Supervision: Dos and Don'ts</i> | 1.0S |

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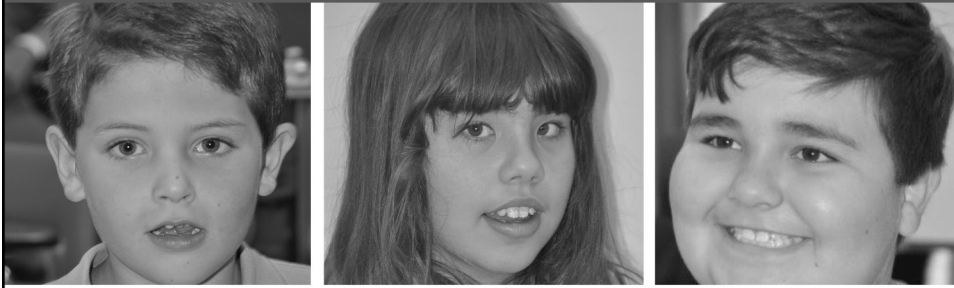
Notes





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NOTES

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