



# **27th Annual Conference New York State Association for Behavior Analysis**

Workshops on October 26, 2016

**October 27 & 28, 2016**

**The Desmond Hotel**

**660 Albany Shaker Road**

**Albany, NY 12211**



# 27<sup>th</sup> Annual NYSABA Conference

October 27 & 28, 2016

Albany, NY – The Desmond Hotel



## Keynote Speakers



**Iser DeLeon**

**Behavioral Economics: What It Is and Why Applied Behavior Analysts Should Care**



**Wayne Fuqua**

**Improving the Effectiveness and Accountability of ABA Service Delivery Through Evidence-based Practice Strategies: Guidelines for ABA Practitioners**

## Invited Speakers



**Alicia M. Alvero**

**Why Everyone Should Know How ABA Can Help Them at Work**



**Kimberly A. Brown & Mary Richardson**

**Using Shaping/Hierarchical Exposure and Positive Reinforcement to Address Food Selectivity and Acceptance in Children with Autism Spectrum Disorders**



**Rachel N. S. Cavalari**

**Critchfield's Admonition: Why Knowing Research and Practice in ABA Is Not Enough**



**Daniel W. Mruzek**

**Adventures in Toilet Training: Insights Ripped from a Behavior Analyst's Notebook to Maximize Success**



**Jorge Reyes**

**Behavioral Approaches to the Assessment and Treatment of Sexual Offenders with Intellectual Disabilities**



**Henry S. Roane**

**Using Behavioral Economics to Develop Treatments for Behavior Problems**



**Laura Seiverling**

**Assessment and Treatment of Pediatric Feeding Disorders**



**Tristram Smith**

**Parent Training for Children with Autism Spectrum Disorder and Behavioral Difficulties**



**Debora Thivierge**

**The White Book Across the Lifespan**



**James T. Todd**

**Don't Touch It! You Don't Know Where That Idea Has Been! Some Techniques for Evaluating Treatment Efficacy Claims in Developmental Disabilities**



## **Pre-Conference Workshops – October 26, 2016**

***Additional registration fees are required for pre-conference workshop attendance above the regular conference registration fee. Registrants for pre-conference workshops must identify interest in attending one of the workshops on the registration form and include the additional fee in their payment.***

### **The Acquisition of Behavioral Cusps as the Basics to Develop Language**

**Gladys Williams, Richard E. Laitinen, & Sara Garbarini**

**CEUs: .3 ASHA, 3 BACB**

**Time: 4:00-7:00 pm**

**Location: 4 King Street**

**Cost: \$60 per participant**

The purpose of this workshop is to discuss the acquisition of behavioral cusps as basic elements to develop language. Research has shown that basic prerequisites greatly enhance an individual ability to develop functional language. In this workshop we will provide an overview of the teaching procedures designed to develop these basic skills and tactics to strengthen observational learning in the individual. We will discuss several strategies developed to bring vocal emissions under stimulus control. This discussion will include some basic strategies for teaching facts as well as a detailed outline of the Rapid Tacting protocol. Building on that knowledge we will introduce a structure that contains elements of Direct Instruction (DI), Precision Teaching (PT) and Relational Frame Theory (RFT), designed to gradually increasing the sophistication and complexity of language with the goal of becoming a functional speaker.

### **Including Family Members in Interventions for Children with Autism: Reciprocal Benefits**

**Susie McHugh, Theresa Fiani, Ridda Sheikh, Vanessa Patino, & Emily Jones**

**CEUs: .3 ASHA, 3 BACB**

**Time: 4:00-7:00 pm**

**Location: 6 King Street**

**Cost: \$60 per participant**

Diminished quality of social interaction is among the greatest impairments in children with autism spectrum disorders (ASD). Family members can be integral players in their loved ones' intervention plans (Rocha, Schreibman, & Stahmer, 2007), and also often bear psychological burdens of their own (McHale, Updegraff, & Feinberg, 2016). Involving parents, siblings, and other family members in interventions for children with ASD introduces reciprocal benefits for all parties. When parents and siblings are trained to implement evidence-based treatments with children with ASD, access to intervention is multiplied across time, environments, and social partners. Additionally, knowledge about ASD and understanding of basic behavioral principles empowers family members with strategies they can use throughout the child's lifespan. Providing support for siblings and parents is another valuable strategy, in that family members of children with ASD are at increased risk for depression, anxiety, and stress. Meeting other siblings, parents, and families of people with autism is often an enjoyable and educational experience for all. This talk will provide qualitative and quantitative information on evidence-based treatments for families of individuals with autism. The authors will speak about single-subject research, SIBS Club – A Program for Families of Children with Autism at Queens College, and other empirically supported treatments described in literature. Valuable instruction will be provided on how to implement best practice interventions with family members, and answer questions on including families in interventions.

### **You ARE a Medical Provider! Understanding your Role in Funding Options, and How to Navigate Through Them to Help Make Your Practice Successful**

**Ann Monahan**

**CEUs: .3 ASHA**

**Time: 4:00-7:00 pm**

**Location: 8 King Street**

**Cost: \$60 per participant**

The business side of what we do as Medical Providers is never easy, especially billing and collections. These are the processes which allow us to continue to do what we love to do - work with individuals and families in need. Review funding options, analyze the "good" and "bad" payer options, recognize and navigate the pit-falls along the way to help make your practice more successful.



## **Pre-Conference Workshops – October 26, 2016**

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### **Addressing the Needs of Persons with Intellectual and Developmental Disabilities in Sexuality Education**

**Sorah Stein**

**Time: 4:00-7:00 pm**

**Location: 24 High Street**

**CEUs: .3 ASHA, 3 BACB**

**Cost: \$60 per participant**

Often in our work as sexuality educators, we encounter the need for someone to work with people with intellectual and developmental disabilities. Some of these people have experienced sexual abuse. Some of these individuals engage in sexual behaviors in public, at inappropriate times, using inappropriate methods or implements, or with inappropriate partners. Most of these people have little to no sexuality education. Implications of intellectual disability and common developmental disabilities you may encounter in your practice. Address sexual behavior as behavior that can be accessed via functional behavior assessment methods and modified using the same functional replacement behavior strategies we use when addressing other challenging behaviors. Sexuality education can help clients engage in socially appropriate sexual behavior. Discuss tools you can use and strategies you can implement to facilitate successful education and therapy for people with intellectual and developmental disabilities.

### **Ethics and Technology in BACB Supervision: Safe and Effective Practices**

**Dana Reinecke & Cheryl Davis**

**Time: 4:00-7:00 pm**

**Location: Town Hall**

**CEUs: 3 BACB - Supervision**

**Cost: \$60 per participant**

Current training and supervision requirements of the Behavior Analyst Certification Board (BACB) require prospective BCBAs to receive supervision from trained supervisors. After the initial 8-hour training, supervisors are required to earn 3 CEUs in supervision skills every cycle. This workshop addresses specific supervision skills related to the BACB's Compliance Code (implemented as of 2016), with particular attention to the use of technology in the implementation of evidence-based supervision practices. Distance supervision is a common practice in the field, and relies increasingly on various forms of technology, which may or may not meet ethical requirements for confidentiality, privacy, and effective teaching and training. Participants will learn about how the Compliance Code applies to their practice in providing supervision, and how they may use technology safely and effectively to facilitate both distance and face-to-face supervision. A variety of applications of technology will be discussed and practiced during the workshop. This training program is based on the BACB Supervisor Training Curriculum Outline but is offered independent of the BACB.

### **ABA for Adult Managed Care: Building a Clinical Package That Works and Passes Audits**

**Rishi Chelminski & Elizabeth McKee**

**Time: 4:00-7:00 pm**

**Location: 26 High Street**

**CEUs: 3 BACB**

**Cost: \$60 per participant**

Implementing applied behavior analysis (ABA) based services within a managed care setting can be a daunting task. In these settings, Board Certified Behavior Analysts (BCBAs) work within interdisciplinary teams, alongside clinicians from other disciplines who may have different clinical standards and practices. Their work is scrutinized by auditors, accreditors, and funders who require varying degrees of procedural rigor. Finally, their work must ultimately be implemented by direct support professionals who have a wide variety of learning histories and proficiencies with clinical services. The facilitators of this workshop will present a standardized, yet flexible clinical package that meets the needs of all of these various stakeholders, while remaining true to the standards and practices recommended by the field of ABA. This clinical package has been honed for over three years at a New York City-based agency providing adult residential services, and has proven robust through many audits, while streamlining the inputs required of BCBAs. The facilitators' discussion of their design process may prove helpful to attendees who wish to implement similar packages within their own agencies.



## **Pre-Conference Workshops – October 26, 2016**

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### **Ethics for Behavior Analysis**

**Niall Toner & Nicole DeRosa**

**Time: 4:00-7:00 pm**

**Location: 2 King Street**

**CEUs: 3 BACB – Ethics**

**Cost: \$60 per participant**

This presentation will fulfill the BACB requirements for ethics CEU's. Material will include review of the Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts. The presentation will also include updated information for certified and licensed Behavior Analysts to assist with facilitating ethical practice in New York State. The workshop will incorporate didactic presentation and group exercises where attendees will have the opportunity to share experiences and engage in collegial problem solving by reviewing and applying ethical guidelines and codes.

### **Mobilizing Grass Roots Action**

**Autism Speaks**

**Time: 7:00-10:00 pm**

**Location: 2 King Street**

**Cost: FREE**

This will be an interactive workshop with a focus on developing grass roots advocacy efforts. We encourage families, students, professionals, self-advocates, and anyone who would like to learn how and work with NYSABA to make change happen for Behavior Analysis in NY.

## Thursday, October 27, 2016

<b>8:00-9:00 am</b>	<b>Registration</b>	<b>Location: Suite 112</b>
<b>8:00-9:00 am</b>	<b>Breakfast</b>	<b>Location: King Street Ballroom</b>

<b>9:00-9:30 am</b>	<b>President's Welcome</b>	<b>Location: King Street Ballroom</b>
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<b>9:30-11:00 am</b>	<b>KEYNOTE ADDRESS: Iser DeLeon</b>	
	<b>Behavioral Economics: What It Is and Why Applied Behavior Analysts Should Care</b>	
	<b>CEUs: ASHA, 1.5 BACB</b>	<b>Location: King Street Ballroom</b>

Behavioral economics blends behavior analysis with microeconomic theory. Research in this area reveals that concepts, principles, and measures that economists use to examine choice at the population level have important and useful parallels at the individual level. Armed with this understanding, behavior analysts gain a variety of analytic tools with potential for enhancing instructional and therapeutic arrangements. In this presentation, I will describe some basic tenets of behavioral economics, what one needs minimally to grasp its relevance for practice. I will then discuss studies, from my lab and from the literature, that show how these tools can enhance our understanding of functional relations and improve outcomes in work with persons with intellectual and developmental disabilities.

<b>11:15-12:45 pm</b>	<b>INVITED SPEAKER: Laura Seiverling</b>	
	<b>Assessment and Treatment of Pediatric Feeding Disorders</b>	
	<b>CEUs: ASHA, 1.5 BACB</b>	<b>Location: Town Hall</b>

Feeding problems in children with and without special needs are common and depending on the severity of the feeding problem, may cause serious health risks for a child. Further, a family of a child with feeding problems often experiences very stressful mealtimes and frustration over how to help their child overcome his or her feeding problem. The focus of this talk will be to review common pediatric feeding problems, various methods of assessing feeding problems, and evidence-based behavioral interventions for treating them. In addition, evidence-based training packages for teaching caregivers how to implement interventions with their children will be discussed.

<b>INVITED SPEAKER: Henry S. Roane</b>	
<b>Using Behavioral Economics to Develop Treatments for Behavior Problems</b>	
<b>CEUs: ASHA, 1.5 BACB</b>	<b>Location: 5 Fort Orange</b>

Positive reinforcement contingencies are common in response acquisition and behavior reduction programs for individuals with autism spectrum disorders. Given the ubiquity of this process, it is critical to identify stimuli that will function as effective reinforcers, especially under conditions in which access to those stimuli might be delayed. Based on the nature of a socially mediated positive reinforcement contingency, positive reinforcement-based programs may be viewed as an economic system in which responding is considered an interaction between several variables, such as the price of the reinforcer, demand for a particular reinforcer, and the magnitude of reinforcement. This basic conceptualization of positive reinforcement contingencies permits practitioners to apply principles of microeconomics to the development and refinement of positive reinforcement-based interventions. Case examples will focus on the use of economic principles to identify differentially effective positive reinforcers, to conduct schedule thinning, and to influence other behavior change agents.

**11:15-12:45 pm**

**INVITED SPEAKER: Debora Thivierge**

**The White Book Across the Lifespan**

**CEUs: ASHA, 1.5 BACB**

**Location: 7 Fort Orange**

When a child is given a diagnosis of autism parents often become paralyzed and unable to cope with the diagnosis. ABA is the only evidence based practice available today. Parents who incorporate ABA into their daily lives play a crucial role in treatment outcomes. This talk will be a description of a 15-year journey of one parent who immersed herself in the science and literature of ABA and used this knowledge to guide her son's treatment. Crucial chapters from Cooper, Heron, & Heward's *Applied behavior analysis* will be discussed.

**INVITED SPEAKER: Tristram Smith**

**Parent Training for Children with Autism Spectrum Disorder and Behavioral Difficulties**

**CEUs: ASHA, 1.5 BACB**

**Location: 9 Fort Orange**

Single-subject studies show that parents can learn to use applied behavior analytic strategies to reduce disruptive behavior in children with autism spectrum disorder (ASD). To integrate these strategies into a cost-effective intervention that can be delivered in a wide range of practice settings, we developed a parent training (PT) program that includes 11 core sessions (each 60 to 90 minutes in duration, delivered 1:1 with the primary caregiver), two booster sessions, two home visits, and two optional sessions. With funding from the National Institute of Mental Health, we recently evaluated this PT program in a large-scale, multisite randomized clinical trial. This six-site trial, conducted by the Research Units in Behavioral Intervention (RUBI), compared PT to a structured parent education program (PE) in 180 children with ASD (age 3 to 7 years) with disruptive behavior. On parent-rated measures of behavior and assessment by a clinician blind to treatment assignment, PT was superior to PE. This workshop outlines the development of the PT program, essential components of the manual, main findings from the RUBI study, and adaptations for other behavioral difficulties in ASD. It concludes with case studies that illustrate program implementation, including successes and common challenges.

**INVITED SPEAKER: Alicia M. Alvero**

**Why Everyone Should Know How ABA Can Help Them at Work**

**CEUs: ASHA, 1.5 BACB**

**Location: High Street**

Most ABA professionals think of the tools they learn in ABA as useful for the clients they serve, however, behavioral principles can also provide many benefits in the workplace. Training, objectivity, feedback and praise are the most critical components of any performance management intervention. Each of these components will be discussed from a behavioral perspective and several organizational problems will be reviewed. While using behavioral terminology in a business setting can sometimes be a challenge, the principles and interventions used to solve obstacles in the workplace should always be rooted in behavioral science. The efficacy of performance feedback, training, and praise will be discussed throughout the presentation. The difference between organizational challenges attributed to human performance versus organizational system constraints will also be discussed.

## Thursday, October 27, 2016

12:45-2:00 pm	LUNCH	Location: King Street Ballroom
2:00-3:30 pm	<b>INVITED SPEAKER: Laura Seiverling</b> <b>Assessment and Treatment of Pediatric Feeding Disorders</b> <b>CEUs: ASHA, 1.5 BACB</b>	<b>Location: Town Hall</b>
	<b>INVITED SPEAKER: Henry S. Roane</b> <b>Using Behavioral Economics to Develop Treatments for Behavior Problems</b> <b>CEUs: ASHA, 1.5 BACB</b>	<b>Location: 5 Fort Orange</b>
	<b>INVITED SPEAKER: Debora Thivierge</b> <b>The White Book Across the Lifespan</b> <b>CEUs: ASHA, 1.5 BACB</b>	<b>Location: 7 Fort Orange</b>
	<b>INVITED SPEAKER: Tristram Smith</b> <b>Parent Training for Children with Autism Spectrum Disorder and Behavioral Difficulties</b> <b>CEUs: ASHA, 1.5 BACB</b>	<b>Location: 9 Fort Orange</b>
	<b>INVITED SPEAKER: Alicia M. Alvero</b> <b>Why Everyone Should Know How ABA Can Help Them at Work</b> <b>CEUs: ASHA, 1.5 BACB</b>	<b>Location: High Street</b>
3:45-5:00 pm	<b>Nicole Pearson</b> <b>Behavior Management Strategies for Classrooms and Related Service Sessions</b> <b>CEUs: ASHA</b>	<b>Location: High Street</b>
<p>This presentation will provide an overview of behaviorally-based strategies for establishing effective learning environments for individuals with autism. Topics to be covered include: successful classroom/session set-up and visual supports, specific teaching and prompting strategies, how to motivate students as well as how to identify and teach critical "learning to learn" skills.</p>		
	<b>Kim Shamoun &amp; Deborah Napolitano</b> <b>Deciphering the Rules and Regulations for our Profession and Comparing the BACB Requirements with the State Requirements</b> <b>CEUs: 1.5 BACB</b>	<b>Location: King Street Ballroom</b>
	<p>In this session we will review the regulations governing behavior analysis in New York, including implementation of the licensure law to date and the current status. We will describe the similarities and differences between the regulations and the requirements of the Behavior Analysis Certification Board, as well as the different resources available to access information (NYSED, NYSABA, and BACB). Finally we will discuss the restriction of scope to autism and related disorders and the impact of this restriction on university programs, practitioners, schools, and other constituents.</p>	
5:00-6:00 pm	<b>IGNITE Session</b>	<b>Location: High Street</b>



**6:15-7:30 pm**

**Poster Session and Reception**

Enjoy drinks and hors d'oeuvres, and catch up with friends and colleagues as you review this year's poster session and visit with our exhibitors and sponsors in the two courtyards.



**9:00pm-1:00am**

**NYSABA SOCIAL**

Join NYSABA as we celebrate our 27<sup>th</sup> annual conference!

Cool Cat, our high energy DJ, will play the latest music.

Cash bar.

## Friday, October 28, 2016

<b>8:00-9:00 am</b>	<b>Registration</b>	<b>Location: Suite 112</b>
<b>8:00-9:00 am</b>	<b>Breakfast</b>	<b>Location: King Street Ballroom</b>
<b>8:00-8:45am</b>	<b>Business Meeting</b>	<b>Location: King Street Ballroom</b>

**9:00-10:30 am**      **KEYNOTE ADDRESS: Wayne Fuqua**  
**Improving the Effectiveness and Accountability of ABA Service Delivery**  
**Through Evidence-Based Practice Strategies**  
**CEUs: ASHA, 1.5 BACB**      **Location: King Street Ballroom**

Evidence-based practice (EBP) is a multi-component process in which practitioners select, refine and deliver clinical services based on a) the best available scientific evidence, b) unique client and contextual features, c) ongoing clinical progress monitoring and decision making and d) early detection and trouble shooting of treatment "failures." Developed initially in medicine, EBP has been extended to the delivery of applied behavior analysis (ABA) services and is considered an essential feature of ethical and high quality ABA service delivery. This presentation will offer practical advice for ABA practitioners who wish to incorporate EBP strategies into their clinical services and thus improve the quality and accountability of ABA and clinical behavior analysis service delivery.

**10:45-12:15 pm**      **INVITED SPEAKER: James T. Todd**  
**Don't Touch It! You Don't Know Where That Idea Has Been! Some Techniques**  
**for Evaluating Treatment Efficacy Claims in Developmental Disabilities**  
**CEUs: ASHA, 1.5 BACB – Ethics**      **Location: Town Hall**

There seems to be no end to claims about effective treatments for problems associated with developmental disabilities. However, it simply cannot be possible that over 100 distinct interventions will be helpful for just autism. The problem is how to distinguish between those things that we know are helpful, those things that might be, those things that are not, and those that might be either dangerous or scams. The standard ways of detecting bogus treatment claims offered by professionals are not always helpful, presuming, as they do, various kinds of specialized knowledge and methodological skills not always possessed by the consumer of the information. This presentation offers some pragmatic methods that might be applied to quickly filter out the most unlikely suggestions and flag those that probably do not have merit despite some face validity. Without a close examination, we cannot always be sure what works and what does not. However, when we are confronted with dozens of new suggestions each year, added to the hundreds available, we cannot and should not waste time with many of them.

**INVITED SPEAKER: Daniel W. Mruzek**  
**Adventures in Toilet Training: Insights Ripped from a Behavior Analyst's**  
**Notebook to Maximize Success**  
**CEUs: ASHA, 1.5 BACB**      **Location: 5 Fort Orange**

Assisting individuals and their families in toileting independence is one way we can make a big positive impact upon the quality of life of others. Unfortunately, for some learners, toilet training is a significant challenge, resulting in failed attempts, frustration and continued dependence upon others. In this presentation, I will draw from my experiences as a toilet training researcher and practitioner to get beyond standard information and delve into what makes good toilet training programs great. This presentation will include a discussion regarding a model for organizing training efforts, key considerations for individualized assessment and planning, troubleshooting barriers to success, considerations related to difficult training environments, tips on data analyses, generalization and maintenance of skill, and the use of moisture alarms as a viable alternative to standard behavioral intervention.

**10:45-12:15 pm**

**INVITED SPEAKER: Jorge Reyes**

**Behavioral Approaches to the Assessment and Treatment of Sexual Offenders with Intellectual Disabilities**

**CEUs: ASHA, 1.5 BACB**

**Location: 7 Fort Orange**

Behavioral approaches to the assessment and treatment of sexual offenders with intellectual disabilities have been conspicuously absent from the literature for a number of years. This population is typically thought to be outside of the realm of behavior analysis, but more recent research has shown that behavioral approaches can offer significant contributions to both assessment practices as well as approaches to treatment and long-term management strategies. This presentation will focus on highlighting a series of studies, which have attempted to develop a modern behavioral approach to address both the respondent and operant features of sexual offending. Despite the advances in this area, there are still a wide variety of issues that need to be addressed. The current presentation will also focus on specific future directions in the areas of assessment and treatment, and how they can ultimately inform sexual offender management.

**Panel Discussion: Risky business! Ethics and applied interventions in the area of Sexuality**

**Sorah Stein, Frank Cicero, & Bobby Newman**

**CEUs: ASHA, 1.5 BACB**

**Location: 9 Fort Orange**

In general, when we as applied behavior analysts carry out behavioral interventions, we must look carefully to address or eliminate potential ethical concerns. When working with sexual behaviors in particular, potential ethical concerns abound, especially when those we work with have intellectual or developmental disabilities. There are also legal implications of which we must be cognizant when working in the delicate domain of sexual behavior. Using research and clinical case examples to illustrate their points, members of this panel will address some of the legal and ethical concerns and themes that commonly arise when clinicians are called upon to address issues related to sexual behavior in applied settings. Panelists will also discuss reasons why behaviors that are sexual in nature may warrant targeted behavior change efforts through empirically verified sex education curricula and behavior reduction programming, as well as situations in which it would be unethical to target such behaviors.

**INVITED SPEAKER: Rachel N. S. Cavalari**

**Critchfield's Admonition: Why Knowing Research and Practice in ABA Is Not Enough**

**CEUs: ASHA, 1.5 BACB**

**Location: High Street**

Per the BACB Professional and Ethical Compliance Code, behavior analysts are expected to be knowledgeable about current research and to rely on science and behavior analysis when making scientific or professional judgments in human service provision. Further, behavior analysts are expected to disseminate behavior analysis through promotion in various venues and media. The unfortunate reality is that we are too often talking amongst ourselves and may not be aware of what researchers and practitioners in other fields are saying about our principles, techniques, and clinical applications. Such limited communication can have devastating effects on advancing our field. This presentation will use Critchfield's (2014) position, as published in Behavior Analysis in Practice, as a stance to review several areas of research and clinical application outside the field of ABA that have immediate impact on the perceptions of our science and practice. After specific examples are provided, discussion will emphasize how behavior analysts are uniquely poised to engage in respectful counter-analyses and collaborative relationships with researchers and practitioners outside of ABA to improve perceptions of our science and practice in the broader community.

**12:15-1:30 pm**

**LUNCH**

**Location: King Street Ballroom**

**1:30-3:00 pm**

**She Wants to Have a Baby: Teaching Individuals with Developmental Disabilities Infant Care Skills Through the Use of Infant Simulation and Self-Management**

**Stephanie Delczeg & Brian Healy**

**CEUs: ASHA, 1.5 BACB**

**Location: Town Hall**

While there have been great strides in the field for individuals with developmental disabilities to exercise a broad range of life style options, including those related to sexuality, there are gaps in the literature and in the service arenas regarding services that can help support individuals in their decision to parent their own offspring. Furthermore, even though there are educational and training programs to help individuals explore matters related to sexuality, there is very little in the way of education and training to help individuals with developmental disabilities understand the contingencies and obligations that are involved with becoming a parent and thus to make a more informed choice. This presentation looks at strategies used to teach infant care skills to individuals who have developmental disabilities. These individuals either were considering the possibility of becoming a parent or were already pregnant and made the decision to raise their own child. The approaches used involved the use of the RealCare infant simulation program combined with evidenced-based techniques such as self-management (including self-management apps), task analyses, instruction, modeling, practice, and feedback. A brief review of the literature on infant simulation and self-management will be provided. Specific case studies that include a detailed description of these procedures as well as data obtained during the implementation of these procedures, will also be presented.

**Identification and modification of client preferences to enhance treatments of problem behavior displayed by children with autism spectrum disorder**

**Will Sullivan, Jamie Bishop, Erica Silkowski, Jim Fleming, Val Saini, Nicole M. DeRosa, Heather J. Kadey, & Henry S. Roane**

**CEUs: ASHA, 1.5 BACB**

**Location: 5 Fort Orange**

A core feature of autism spectrum disorder (ASD) is a restricted range of interests. While the identification of client preferences is important and useful, it is sometimes necessary to modify these preferences to enhance treatment development (e.g., increase treatment generalization). This symposium will describe four studies focused on the utilization, and at times modification, of client preferences to increase the effectiveness of evidence-based treatments for challenging forms of behavior. Erica Silkowski and colleagues will describe a study in which two types of data collection identified different measures of stimulus preference within a paired-choice preference assessment. Subsequent progressive-ratio reinforcer assessments were used to examine the extent to which the preference assessment data diverged in regard to the identification of the most potent positive reinforcer. In the second study, James Fleming and colleagues will describe an assessment in which participants (a) identified differentially preferred mand topographies and (b) displayed varying levels of proficiency across mands, which informed subsequent implementation of functional communication training. William Sullivan and colleagues will describe how response allocation between problem behavior, communication, and other forms of non-targeted behavior varies as a function of reinforcement schedules via a demonstration of response resurgence. In the final presentation, Jamie Bishop and colleagues will describe a procedure in which participants' most preferred food was introduced into a high-probability response sequence to increase the consumption of less preferred foods via the application of behavioral momentum principles.

**Friday, October 28, 2016**

**1:30-3:00 pm**

**The ABC's of School Consultation**

**Susan G. Izeman**

**CEUs: ASHA, 1.5 BACB**

**Location: 7 Fort Orange**

Providing "behavior consultation" to public schools is both challenging and very rewarding. You start with the philosophical framework of ABA, the research-based practices, and your own experience. Then you find ways to convey all that during a one-hour observation or a 40 minute "prep" period. And, you have to be prepared to face "we already tried that" or "it won't work for him" or "that's someone else's job." But then, a strategy gets put into place, a comprehensive plan is embraced, and a child's behavior improves! How do you get from the first meeting to the final successes (and maybe even a "that's a good idea" or "it worked!")? This presentation will talk about how to be an effective consultant in schools, focusing on Antecedents (setting up a successful consult), Behaviors (both the consultant's behavior and the teacher's), and Consequences (how to make the process reinforcing for the school staff). The audience will leave with specific strategies that will be immediately useful in their daily practice.

**INVITED SPEAKER: Kimberly A. Brown & Mary Richardson**

**Using Shaping/Hierarchical Exposure and Positive Reinforcement to Address Food Selectivity and Acceptance in Children with Autism Spectrum Disorders**

**CEUs: ASHA, 1.5 BACB**

**Location: 9 Fort Orange**

There are many studies that assess severe feeding disorders in inpatient and day treatment settings. Often these are intensive programs that can provide comprehensive care. There is a need to study less severe feeding problems in community settings. There are treatment strategies being used by various providers that see children with feeding disorders, including speech language pathologists, occupational therapists, and behavior specialists/analysts, and special education instructors. These strategies, while appearing anecdotally effective have not been adequately studied. Koegel et al., (2011) evaluated a hierarchical exposure procedure (shaping), where children were asked to complete a series of steps in the process of eating, including touching the food, putting food to the lips, and then biting the food. They found that children were able to acquire multiple foods into their diets without need for escape extinction. Our study is an attempt to replicate and expand this procedure with children with autism spectrum disorders who exhibit food selectivity in a school setting. Initial results suggest that this shaping procedure was effective in acquiring foods and improving children's willingness to try subsequent foods, needing fewer steps in the exposure. Need for continued study of these procedures in outpatient/community settings will be discussed.

**An Update on the BACB's Supervision Standards**

**Emily White**

**CEUs: 1 BACB**

**Location: High Street**

In this presentation, I will discuss recent developments with respect to the BACB's supervision standards. Data on supervision qualifications will be provided with a summary of recently implemented and upcoming changes related to supervision. For the BCBA credential, supervision qualifications and experience standards will be discussed, including common myths and misconceptions. For the BCaBA credential, upcoming changes (effective January 1, 2017) to ongoing supervision requirements will be discussed. For the RBT credential, the distinction between the Responsible Certificant and the supervisor will be discussed, along with the responsibilities and reporting requirements for each party.

**Review of NYS License Supervision Standards**

**Kim Shamoun**

**Location: High Street**

On January 10th 2014, a law was enacted to establish a new profession, of Applied Behavior Analysis, in New York. The first behavior analysts and certified behavior analyst assistants became licensed in June 2014. For the first two years, until January 9th, 2016, individuals who were certified as BCBAs or BCABAs could become licensed in New York, simply by applying to the state, paying the fee, and passing the moral character fitness. After January 9th, 2016, the grandfathering period for nationally certified behavior analysts ended. Currently, applicants for licensure in ABA in New York must meet the requirements of the rules and regulations in New York. This presentation will describe the requirements of supervision in New York and compare the requirements for licensure to the supervision requirements for national certification.

**Friday, October 28, 2016**

**3:15-4:45 pm**

**INVITED SPEAKER: James T. Todd**

**Don't Touch It! You Don't Know Where That Idea Has Been! Some Techniques for Evaluating Treatment Efficacy Claims in Developmental Disabilities.**

**CEUs: ASHA, 1.5 BACB – Ethics**

**Location: Town Hall**

**INVITED SPEAKER: Daniel W. Mruzek**

**Adventures in Toilet Training: Insights Ripped from a Behavior Analyst's Notebook to Maximize Success**

**CEUs: ASHA, 1.5 BACB**

**Location: 5 Fort Orange**

**INVITED SPEAKER: Jorge Reyes**

**Behavioral Approaches to the Assessment and Treatment of Sexual Offenders with Intellectual Disabilities**

**CEUs: ASHA, 1.5 BACB**

**Location: 7 Fort Orange**

**INVITED SPEAKER: Kimberly A. Brown & Mary Richardson**

**Using Shaping/Hierarchical Exposure and Positive Reinforcement to Address Food Selectivity and Acceptance in Children with Autism Spectrum Disorders**

**CEUs: ASHA, 1.5 BACB**

**Location: 9 Fort Orange**

**INVITED SPEAKER: Rachel N. S. Cavalari**

**Critchfield's Admonition: Why Knowing Research and Practice in ABA Is Not Enough**

**CEUs: ASHA, 1.5 BACB**

**Location: High Street**

# Conference Schedule

## Workshops

### October 26, 2016

	Town Hall	2 King St.	4 King St.	6 King St.	8 King St.	24 High St.	26 High St.
Wednesday 9/30							
4:00-7:00pm	Reinecke	Toner & DeRosa	Williams/ Laitinen/ Garbarini	McHugh/Fiani/ Sheikh/Cuva/ Patino/Jones	Monahan	Stein	Chelminski
7:00-10:00pm		Autism Speaks					

***CEU's can be given to the registration desk  
upon conference completion.***

*Instructor disclosure information is available at  
[nysaba.org](http://nysaba.org)*

# Conference Schedule

## At a Glance

### October 27 & 28, 2016

	Town Hall	5 Fort Orange	7 Fort Orange	9 Fort Orange	High St.	Lodge	King Street Ballroom	Courtyard
	100	125	125	125	160	80		
<b>Thursday 10/27</b>	Registration-Suite 112							Exhibitors/ Sponsors
8:00-9:00							BREAKFAST	Exhibitors/ Sponsors
9:00-9:30							President's Welcome	Exhibitors/ Sponsors
9:30-11:00							Keynote- DeLeon	Exhibitors/ Sponsors
11:15-12:45	Sierverling	Roane	Thivierge	Smith	Alvero			Exhibitors/ Sponsors
12:45-2:00							LUNCH	Exhibitors/ Sponsors
2:00-3:30	Sierverling	Roane	Thivierge	Smith	Alvero			Exhibitors/ Sponsors
3:45-5:00					Pearson		Shamoun/Napolitano	Exhibitors/ Sponsors
5:00-6:00					IGNITE			
6:15-7:30								Posters/Cocktails
9:00-1:00am		NYSABA Social	NYSABA Social	NYSABA Social				
<b>Friday 10/28</b>	Registration-Suite 112							
8:00-9:00							BREAKFAST	Exhibitors/ Sponsors
8:00-8:45							Business Meeting	Exhibitors/ Sponsors
9:00-10:30							Keynote- Fuqua	Exhibitors/ Sponsors
10:45-12:15	Todd	Mruzak	Reyes	Stein/Cicero/ Newman	Cavalari			Exhibitors/ Sponsors
12:15-1:30							LUNCH	
1:30-3:00	Delczeg & Healy	Sullivan/Bishop/ Silkowski/ Fleming/Sanin/ DeRosa/Kadey/ Roane	Izeman	Brown & Richardson	White/Shamoun			Exhibitors/ Sponsors
3:15-4:45	Todd	Mruzak	Reyes	Brown & Richardson	Cavalari			Exhibitors/ Sponsors



# **HIGH STREET CONFERENCE CENTER**

(Located above the King Street Ballroom)  
 Take Elevator D to 3rd Floor

TOWN HALL  
 AMPHITHEATER

LOADING  
 DOCK

Service Access

KING STREET  
 BALLROOM

KING STREET  
 COURTYARD

Elevator C

HEALTH  
 CLUB

THE  
 LODGE

WALKWAY TO  
 KING STREET

Service Access

FORT ORANGE  
 BALLROOM

Fountain

FORT ORANGE  
 COURTYARD

Elevator B

LOADING DOCK

Service Access

BUSINESS CENTER  
 SHAKER ROOM

BILLIARD  
 ROOM

SIMPSON'S  
 SCRIMSHAW

LOBBY

THE TAVERN

Gift  
 Shop

MAIN  
 ENTRANCE



MEETING SUITES

ELEVATORS

Elevator A to floors 1 - 3

Elevator B to floors 1 - 3

Elevator C to floors 1 - 4

Elevator D to the High Street  
 Conference Center

Rooms 00, 59, 61, 62, 63 and 64  
 are only available on the  
 2nd or 3rd Floors

VENDING

(located on each floor)

*The*  
**esmond**  
 d Conference Center



## Conference Fees

### Professional (NYSABA Members):

☐ One Day Only (Thursday or Friday) \$140 (**\$165 after 8/31/15**)

Which day: ☐ Thursday ☐ Friday

☐ Two Days (Thursday & Friday) \$200 (**\$225 after 8/31/15**)

### Professional (NON NYSABA Members):

☐ One Day Only (Thursday or Friday) \$165 (**\$190 after 8/31/15**)

Which day: ☐ Thursday ☐ Friday

☐ Two Days (Thursday & Friday) \$240 (**\$265 after 8/31/15**)

### Parent or Guardian of a person with a disability:

☐ One Day Only (Thursday or Friday) \$95 (**\$120 after 8/31/15**)

Which day: ☐ Thursday ☐ Friday

☐ Two Days (Thursday & Friday) \$110 (**\$135 after 8/31/15**)

### Student:

☐ One Day Only (Thursday or Friday) \$30 (Same as two days)

Which day: ☐ Thursday ☐ Friday

☐ Two Days (Thursday & Friday) \$30

**(Student fees are the same regardless of date registering)**

### Wednesday Evening Workshops:

4pm -7pm - \$60 (Select one)

☐ The Acquisition of Behavioral Cusps as the Basics to Develop Language (Williams, Laitinen, & Garbarini)

☐ You ARE a Medical Provider! Understanding your role in funding options, and how to navigate through them to help make your practice successful (Monahan)

☐ Including family members in interventions for children with autism: Reciprocal benefits (McHugh, Fiani, Sheikh, Patino, & Jones)

☐ Addressing the Needs of Persons with Intellectual and Developmental Disabilities in Sexuality Education (Stein)

☐ Ethics and Technology in BACB Supervision: Safe and Effective Practices (Reinecke & Davis)

☐ ABA for Adult Managed Care: Building a Clinical Package That Works and Passes Audits (Chelminski & McKee)

☐ Ethics for Behavior Analysts (Toner & DeRosa)

7pm -10pm – FREE (limited space, registration required!)

☐ Mobilizing Grass Roots Action (Autism Speaks)



The Eden II Programs is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

Financial relationship-conference presenters are all employees of Eden II Programs.

There are no relevant non-financial relationships.

1.45 ASHA CEUs including preconference day

(Various level; Professional area)

### REFUND POLICY:

ABSOLUTELY NO REFUNDS AFTER SEPTEMBER 30, 2016. ALL REFUNDS SUBJECT TO \$15 PROCESSING FEE.