

Workshops – all 4:00-7:00 PM on October 26

Authors: Gladys Williams, Richard E. Laitinen, & Sara Garbarini

Title: The Acquisition of Behavioral Cusps as the Basics to Develop Language

Abstract: 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's 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 tacts 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.

Authors: Dana Reinecke & Cheryl Davis

Title: Ethics and Technology in BACB Supervision: Safe and Effective Practices

Abstract: 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.

Author: Ann Monahan

Title: You ARE a Medical Provider! Understanding your role in funding options, and how to navigate through them to help make your practice successful.

Abstract: 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.

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

Title: Including family members in interventions for children with autism: Reciprocal benefits

Abstract: 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.

Contact Author: Sorah Stein

Title: Addressing the Needs of Persons with Intellectual and Developmental Disabilities in Sexuality Education

Abstract: 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 assessed 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.

Contact Author: Rishi Chelminski & Elizabeth McKee

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

Abstract: 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.

Contact Author: Niall Toner & Nicole DeRosa

Title: Ethics for Behavior Analysis

Abstract: 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.