

2010 Conference Workshops - Wednesday October 6

Workshop #1 (9:00 AM - 12:00 PM)

3 CEs - BA, SLP, MH, PSY

Baker Wright, Behavior Management Consultants

Asperger's Disorder: More Effective Programming for Challenging Behavior Problems and Prompt Dependency

Individuals with Asperger's disorder display a variety of maladaptive behaviors at home, at school and in community settings. These individuals often respond differently to common social reinforcers and punishers. Successful treatment extends from an understanding of this specific disability, the powerful role the environment plays and how social and academic behaviors are commonly reinforced or punished. The first part of this workshop will address each of these areas. Additionally, these individuals are commonly dependent on others for a variety of daily needs associated with daily living skills, social interactions and academic work. Parents and teachers often find themselves repeating instructions, reminders or rules without any apparent learning of these routines or guidelines. Participants will learn how to best transfer prompts from people to self-managed prompts such as lists, electronic reminders, etc. This workshop includes informative and energetic presentation materials, group activities and learning-by-doing activities so information learned can be easily applied in a variety of settings.

By the end of this workshop, participants will be able to:

1. Recognize key diagnostic behaviors symptomatic of Asperger's Syndrome.
2. Recognize certain environmental components that are common triggers for challenging behaviors exhibited by individuals with Asperger's Syndrome.
3. Better assess and treat challenging behaviors exhibited by individuals with Asperger's in the community and in school settings.
4. Learn strategies and accommodations for reducing prompt dependency in school settings.
5. Learn strategies and accommodations for reducing prompt dependency in community and home settings.

Skill Level: Intermediate

Dr. Wright provides behavior services for Leon County Schools, the Devereux Statewide Inpatient Psychiatric Program for adolescents, in addition to behavioral services through Medwaiver and Medicaid ITOS programs for individuals with a wide array of developmental disabilities and behavior difficulties. He serves as the director of clinical family services with BMC, which includes at home consultation with parents of children with behavior difficulties (*with and without developmental disabilities*) with a specialty in behavioral treatment for children with Asperger's Disorder.

Workshop #2 (9:00 AM - 12:00 PM)

3 CEs - BA, MH, PSY

Andrew J. Houvouras IV, Applying Behavior Concepts & Patrice Strange,

Roll 'Em: Video Self Modeling Made Fun and Easy

The use of technology has opened up incredibly powerful ways for professionals to affect behavior change and foster social skill development. One of the newer methods is Video Self Modeling (VSM). Based on both social learning theory and ideas of modeling, the history and data will be shared with attendees. Using computers, video camera, case studies, data, video vignettes and lecture, the presenters will teach attendees 6 easy steps to create potentially effective videos. In addition, incorporating other ideas like reinforcement, existing to motivating operations and script fading will also be discussed as ways to accentuate and facilitate behavior change using VSM.

Note: Participants are encouraged to bring fully charged laptop computers and video cameras.

By the end of this workshop, participants will be able to:

1. Define what VSM is.

2. To explain the importance of VSM.
3. Describe 3 different ways to fade scripts.
4. Put together a story board.
5. Provide a definition of Video Self Modeling.

Skill Level: Introductory

Andrew Houvouras received his master's degree in Clinical Psychology from Marshall University. He currently serves as a behavior analyst for Brevard County Public Schools and provides training in behavior analysis via the Florida Institute of Technology and Applying Behavior Change Concepts.



**Shop 'til You Drop
at The FABA Store!**

**This year we are offering many
new products. Shop early for
preferred colors and sizes...
don't be the one left out!**

www.FABAWorld.org

2010 Conference Workshops

Workshop #3 (9:00 AM - 12:00 PM)

3 CEs - BA, PEL, MH, PSY

Jon S Bailey, FSU, BMC, Inc. & Mary R. Burch, BaileyBurch Workshops

BACB Ethics 2.0: Understanding the New Additions to the Code of Ethics

Some changes were made to the BACB Guidelines for Responsible Conduct over the past summer. Those included adding "risk-benefit analysis", "seeking a medical consultation" under some circumstances, and enhanced language for dealing with ethical violations by behavioral and non-behavioral colleagues. There is also new language on the ethics of providing "media-based services" which requires some discussion as well as a recommendation that BCBA's employ a Declaration of Professional Services as part of their practice. In this 3-hr workshop we will present and discuss these changes and more to the code of ethics and provide suggestions for updating your professional behavioral skills.

By the end of this workshop, participants will be able to:

1. Describe risk-benefit analysis and how it applies in everyday behavioral practice.
2. Discuss circumstances under which a medical consultation is appropriate.
3. Outline techniques for providing ethical services when using media-based methods.
4. Outline the advantages of using a Declaration of Professional Practice with their clients.
5. Describe ways of dealing with non-behavioral colleagues who present ethical challenges.

Skill Level: Advanced

Drs. Bailey & Burch offer workshops on Ethics for Behavior Analysts and 25 Essential Skills for Professional Behavior Analysts. The workshops are based on their combined 65 years experience in applied behavior analysis.

Dr. Bailey received his PhD from the University of Kansas and is currently Professor Emeritus of Psychology at Florida State University where he was on the graduate faculty for 38-years and produced a record 63 PhDs. He is currently Co-Director of the FSU Panama City Masters Program in Applied Behavior Analysis.

Mary R. Burch, Ph.D is a Board Certified Behavior Analyst®. She is also a Certified Applied Animal Behaviorist. With more than 20 years experience in Developmental Disabilities, Dr. Burch has been a special education teacher, a behavior specialist, a unit director in a 54-bed residential DD facility, a QMRP, and a consulting behavior analyst.

Workshop #4 (9:00 AM - 12:00 PM)

3 CEs - BA, MH, PSY

Teresa Daly, University of Central Florida

Taking a Behavior Analytic Approach to Treating Children and Teens with Anorexia Nervosa and other Eating Disorders

Most of the psychological community appears to be content to accept that eating disorders are a phenomenon that will negatively impact a person for an average of seven years, and require ongoing psychotherapeutic treatment. The presenter will illustrate why this is unacceptable, and in many ways, unethical, if a more behavioral approach is effective. An alternative, empirically demonstrated behaviorally-based program of parent training, coaching and goal setting will be described. This workshop will address issues related to Eating Disorders (*particularly Anorexia Nervosa*), and illustrate how and why behavior analysts should become involved in the treatment of this expanding group of children and teenagers. Diagnostic and behavioral indicators, physical symptoms, courses and traditional treatment modes and outcomes will be described and compared with behavioral strategies. Pharmacological, medical, nutritional and occasional psychological collaboration strategies and outcome measures will be addressed. While the workshop is designed for behavior analysts information may also be used by parents who are otherwise unable to access a behavioral approach to eating disorders.

By the end of this workshop, participants will be able to:

1. Describe mentalistic models of the causes of eating disorders, and the research base (or lack thereof) for these models and their subsequent treatments.
2. Identify behaviors consistent with anorexia nervosa and related eating disorders.
3. Describe the components of the Maudsley Program and other behavioral treatments for anorexia nervosa.
4. Set appropriate behavioral goals for individuals with eating disorders and families and teams working with these individuals and methods of evaluating outcomes.
5. Describe important components of behavioral contracting and program fading for families pursuing behavioral treatment of anorexia nervosa.

Skill Level: Intermediate

Dr. Daly received her bachelor's degree from SUNY - Binghamton, and graduate degrees from the University of Massachusetts with a specialization in developmental disabilities. She is a Licensed Psychologist and Board Certified Behavior Analyst-Doctoral with extensive experience. Dr. Daly currently serves as the Director for the University of Central Florida Center for Autism & Related Disabilities.

2010 Conference Workshops

Workshop #5 (9:00 AM - 12:00 PM)

3 CEs - BA, SLP, MH, PSY

Vincent J Carbone, Carbone Clinic

Increasing Vocal Verbal Behavior in Children with Autism

A subset of children with autism fail to acquire vocal verbal behavior. Researchers in the field of behavior analysis have provided practitioners with experimentally derived methods that are effective in increasing vocal productions in this population of individuals. The purpose of this workshop is to provide an overview of the behavior analytic methods that have been shown to increase vocal production in some children with autism. Experimental data and published reports will be presented in support of the methods discussed. Video demonstrations and case studies will be presented as illustrations of implementation in clinical settings.

By the end of this workshop, participants will be able to:

1. List the benefits of alternative communication to increase vocal productions.
2. Describe the role of mand training to develop vocal productions.
3. List the benefits of phonetic transcription to increase vocal productions.
4. Describe the role of echoic training to increase vocal productions.
5. Describe the role of shaping vocal behavior to increase vocal productions.

Skill Level: Intermediate

Dr. Carbone received his doctoral degree from Nova-Southeastern University. He is the Director of the Carbone Clinic in Valley Cottage, New York. He provides courses in Applied Behavior Analysis for the Pennsylvania State University and Simmons College. Dr. Carbone has been instrumental in teaching others about the verbal behavior approach and published on this topic. He currently serves on the Editorial Board for several professional journals.

Workshop #6 (9:00 AM - 12:00 PM)

3 CEs - BA, SLP, MH, PSY

Mae R Barker, Florida Autism Consultants and Educational Services

Starting Out Right: Research-Supported Early Intervention Techniques for Children with Autism and Other Developmental Disorders

This workshop is intended for behavior analysts and other practitioners providing early intervention to children with autism and other developmental disorders from birth to 3 years of age. This workshop will provide a detailed overview of research-supported educational and behavioral interventions for this population.

By the end of this workshop, participants will be able to:

1. Name specific research-supported early intervention techniques for children with autism from birth to 3 years.
2. Describe how the VB-MAPP can be used for assessment of the young child.
3. Plan with families to determine intervention objectives.
4. State specific ways to train parents in intervention techniques.
5. State specific resources that they can access following the workshop for further support and information.

Skill Level: Intermediate

Mae Barker, Ph.D, BCBA-D is Senior Behavior Analyst of Florida Autism Consultants and Educational Services and Clinical Director of the UF-Jacksonville Center for Autism and Related Disabilities. She additionally teaches ABA courses at the University of North Florida. In the past, Dr. Barker has served as an in-home behavior therapist, residential care staff, and as a behavioral specialist in schools. In workshops, she shares information from her experiences and the research literature with the goal of improving outcomes for individuals with developmental disabilities.

Support Your FABAPAC (Political Action Committee)

If you would like to add your support for the protection of Behavior Analysis as a distinct profession in Florida, please include your contribution on the line indicated on the Conference Registration Form.



2010 Conference Workshops

Workshop #7 (9:00 AM - 12:00 PM)

3 CEs - BA, MH, PSY

Lori Stuart, Behavior Consultation & Psychological Services, PLLC, Bryan Crisp, Marriage and Family Therapist & Jason Cone, Behavior Consultation & Psychological Services

How to get all Parties Involved to Implement a Successful Behavioral Intervention: It's all About the MO

The motivating operations in effect of all parties involved are important implications to consider when developing an intervention or intervening with a client. This, however, can easily be forgotten because the analyst is so focused on the client. Our approach is to also analyze and determine the MO's, their effects, and methods to change them for teachers, parents, and professionals that are involved with the client. We have found that even with what should be the appropriate intervention in place, procedures may not be implemented as planned and the intervention designed for the client may not be successful without determining the current MO of those involved.

By the end of this workshop, participants will be able to:

1. Have an overall understanding of the two defining effects of MOs: Value-altering effects and behavior-altering effects.
2. Describe current MOs across teachers, parents and professionals during intervention developing and implementation.
3. Discuss MOs as significant antecedent variables for analysis across teachers, parents and professionals working with clients in need for an intervention.
4. Understand the events and MOs during interventions have different value and behavior alternating effects, not just on the client's responses, but on the teachers, parents, and professionals responses while working with the client.
5. Share strategies for changing the MOs of teachers, parents and professionals during intervention events.

Skill Level: Intermediate

Lori Stuart is the founder, director and co-owner of Behavior Consultation & Psychological Services, PLLC. She received her MA degree in Psychology from East Carolina University, with a concentration in Applied Behavior Analysis in 1998, and is a licensed Psychological Associate in the state of North Carolina.

Jason Cone is the co-owner of Behavior Consultation & Psychological Services, PLLC. He received his MA degree in Clinical Psychology from East Carolina University, with a concentration in Applied Behavior Analysis, and he is a licensed Psychological Associate in the state of North Carolina.

Bryan Crisp works as a Licensed Marriage and Family Therapist. He is a clinical member of The American Association of Marriage and Family Therapists.

Workshop #8 (1:30 PM - 4:30 PM)

3 CEs - BA, SLP, MH, PSY

Ennio C Cipani, National University

Addressing Problem & Replacement Behaviors in Children with Autism Spectrum Disorders

This workshop will cover a function-based diagnostic system for operant problem behaviors exhibited by children classified under the autism spectrum disorders. A four category diagnostic system for classifying problem behaviors (*direct access; DA 1.0, direct escape; DE 3.0, socially mediated access; SMA 2.0, socially mediated escape; SME 4.0*), as well as sub-categories under each category (e.g., SME 4.1, unpleasant social situations) will be presented. A brief overview of functional behavioral assessment methods will also be covered as these related to the above system. A brief amount of time in this workshop will be devoted to functional treatment incorporating some form of differential reinforcement contingencies.

The remainder of the workshop will cover the three category system for diagnosing the current strength and breadth of the replacement behavior in the repertoire of the client/child will be presented. Too often, assumptions about the replacement behavior being in the repertoire and proceeding solely with a change in contingencies are made, with less than desirable results. Assessing whether the relative absence of a desirable behavior is due to a mis-directed contingency, or is a skill that is not currently in the repertoire of the child has significant implications for treatment design.

By the end of this workshop, participants will be able to:

1. Identify the four major diagnostic categories of problem behavior.
2. Identify the factors involved in deciding the function and diagnostic category of problem behavior.
3. Identify several major functional behavioral assessment methods and generate a plan for conducting such an assessment method with a specific problem behavior (*particularly analogue and in-vivo experimental analysis*).
4. Identify the three diagnostic categories for assessing the strength and breadth of the current replacement behavior in the repertoire of the client.
5. Generate a treatment plan that addresses the functional components for the target problem behavior and the replacement behavior for socially and non-socially mediated problem behaviors.

Skill Level: Intermediate

Ennio Cipani, Ph.D., is a full professor at National University, licensed psychologist in California, and owner of Cipani & Associates, a behavioral and educational consulting firm. He has authored numerous books, articles and chapters on the application of behavioral principles.

2010 Conference Workshops

Workshop #9 (1:30 PM - 4:30 PM)

3 CEs - BA, MH, PSY

Cynthia P Rekort, Behavior Change Consultants, LLC & Melanie Wagner, Behavior Change Consultants, LLC

Manage the Mand with The Lucky 7 Game

In this presentation we will report on a motivational intervention for teaching replacement behaviors with typical children as well as children and adults with autism or other developmental disabilities in family homes, group homes, and school settings. The intervention, The Lucky 7 Game, is designed to provide practice in the skill areas of Asking the Question (*i.e., manding*), Accepting “No,” Waiting and Sharing. These are core socialization skills that many individuals with behavior challenges have not yet learned. These skills are replacement behaviors for many individuals whose challenging behaviors are a function of social positive reinforcement and social negative reinforcement. The Lucky 7 Game is based on principles and procedures in Applied Behavior Analysis. Individuals who have learned to gain access to reinforcers through challenging behaviors, typically lack motivation to learn alternative replacement behaviors. The Lucky 7 Game incorporates motivating operations and behavioral momentum in order to teach the core alternative skills. The Lucky 7 Game also programs for positive change through the use of demand fading. Finally, programming for generalization to the natural environment is also emphasized. In our applied practice, several individuals have shown decreases in challenging behaviors as well as increases in replacement behaviors. Several applications will be presented; however, the focus will be on one individual’s case study.

By the end of this workshop, participants will be able to:

1. Learn and apply principles and procedures involved in a motivational intervention for teaching replacement behaviors.
2. Apply behavioral principles for individuals who have learned to gain access to reinforcers through challenging behaviors, and who lack motivation to learn alternative replacement behaviors.
3. Learn and apply skills in teaching clients to: Ask the Question (*i.e., mand*), Accept “No,” Wait, and Share.
4. Practice using motivating operations and behavioral momentum in order to teach the core alternative skills.
5. Practice game set up and role play of a game session.

Skill Level: Intermediate

Ms. Wagner received her master's in Special Education from Johns Hopkins University. Ms. Rekort is a BCaBA and is a behavior specialist with Pinellas County Schools. Both presenters are allied with Behavior Change Consultants.

Workshop #10 (1:30 PM - 4:30 PM)

3 CEs - BA, MH, PSY

Karin Torsiello, Behavior Basics, Inc & Tom Sharpe, Behavior Basics, Inc.

Principles and Practice of Expanding Behavior Services to the Serving of Mental Health and Social Service Populations

This workshop will provide background and introduction to a model of service delivery designed to expand behavior services into mental health and social service populations. Specific recommended principles and practice of in home and onsite services are next detailed for mental health and social services (MASS) populations; using active responding and audience generated case studies as the primary workshop venue. Specific discussion over the principles and practice of broadening the service delivery focus of behavior analysts across the larger clinical psychology milieu, including bipolar disorder, oppositional defiance disorder, reactive attachment disorder, depression, Asperger’s syndrome, attention deficit hyperactivity disorder, and etc. is next provided. Participants will be provided with all workshop presentation materials and a complimentary copy of a 6 Part DVD based caregiving video series.

NOTE: Laptop computer use is encouraged. Participants should bring fully charged laptop computers.

By the end of this workshop, participants will be able to:

1. Articulate a range of mental health and social services client characteristics from a behavioral perspective, using active responding and personal illustrations as workshop focus.
2. Articulate and apply a range of recommended behaviorally based treatment practices to specific mental health and social services characteristics and situations, and will be held accountable via active responding.
3. Develop an operational business model to support thoroughgoing mental health and social services behavior service provision, and will engage in such via workshop activities.
4. Develop and implement recommended procedures and practices to record and store an ongoing evaluative data base in the mental health and social services domain, and will engage in such via workshop activities.
5. Recruit service contracts within the mental health arena.

Skill Level: Intermediate

Karin Torsiello received her master's degree from the Florida Institute of Technology in 2000. Tom Sharpe holds a doctorate, has held a full-time tenure track position for the past 19 years, has held full professor rank, has published research in JABA, School Psychology Quarterly, JOBE, Education and Treatment of Children.

2010 Conference Workshops

Workshop #11 (1:30 PM - 4:30 PM)

3 CEs - BA, MH, PSY

Keith D Allen, Munroe-Meyer Institute

Behavioral Parent Training: What to Do and How to Do it

Parents usually are the most influential people in a child's life. So when child issues such as noncompliance, aggression, and acting out occur at home and school, it is often important for parents to take on a primary role in their resolution. This workshop will provide practitioners with the knowledge they need to take an evidence-based approach to training parents to solve these problems. An evidence-based approach promotes effective practice, improves patient outcomes, and enhances public health. The workshop will include a review of the criteria for identifying the best research in behavioral parent training, a critique of the empirical support for well established and for not-so-well established but popular programs, a review of the behavioral principles underlying these programs, and a discussion of how to translate that research to practice in ways that will promote adherence.

By the end of this workshop, participants will be able to:

1. Describe and contrast the core components of the empirically supported parent training programs.
2. Describe the behavioral principles that serve as the foundation of the empirically supported parent training programs.
3. Critically evaluate alternative parent training programs.
4. Understand behavioral strategies for improving parent adherence.
5. Understand how to use clinical expertise to modify the programs to meet individual parent/child needs.

Skill Level: Intermediate

Dr. Allen's work with children is well known by readers of the Journal of Applied Behavior Analysis. He has published more than 80 articles in JABA as well as numerous other professional journals. Dr. Allen earned his Ph.D. from West Virginia University. He currently holds Professor status at the Munroe-Meyer Institute for Genetics and Rehabilitation and the University of Nebraska Medical Center Department of Pediatrics.

*Dedicated to the Ethical,
Effective and Humane Use of
Behavior Principles*



Workshop #12 (1:30 PM - 4:30 PM)

3 CEs - BA, MH, PSY

Jeannie Golden, East Carolina University

Emotional & Immoral Behaviors of Children: What Are They, How Are They Learned & How Can They be Treated?

Many children in the child welfare system develop severe behavioral and emotional problems due to early abuse/neglect and multiple placements/caregivers. Often, the treatment focus follows the medical model with the assumption that behavioral symptoms are the result of underlying psychopathology. Instead, behavior analysts conduct observations of behavior in a variety of settings to determine the effect of various stimulus conditions and setting events, functional assessments to determine the causes and maintainers of various behavioral symptoms, and careful analysis of learning histories to determine the efficacy of various reinforcers and punishers. Immoral and emotional behaviors may be related to learning histories and contingencies that are not observable in the immediate environment. Feelings may be establishing operations for the salience of particular reinforcers and punishers. Certain adult and peer behaviors may be discriminative stimuli for particular reinforcers and punishers in these children's learning histories. The presenter will discuss the impact that learning history has on current behavior and ways to develop effective behavioral treatments that take this into account. Case examples will be provided, along with opportunities to get feedback on the cases of participants.

By the end of this workshop, participants will be able to:

1. Describe the learning histories of children with emotional and immoral behaviors.
2. Describe how to conduct functional assessments of emotional and immoral behaviors.
3. Describe several behavioral techniques that can be used to alter emotional and immoral behaviors and the limits of typical interventions.
4. Suggest alternative interventions that can be used to alter emotional and immoral behaviors.
5. Name several environmental supports necessary to implement these alternative interventions and describe how to apply these techniques.

Skill Level: Intermediate

Dr. Golden received her Ph.D in Psychology from Florida State University. She is a professor in the Department of Psychology at East Carolina University. A frequent and popular presenter at FABA, she was recognized with a Lifetime Membership award in 1994.

NOW Register On-Line www.fabaworld.org/register

2010 Conference Workshops

Workshop #13 (1:30 PM - 4:30 PM)

3 CE's - BA, SLP, MH, PSY

James W Partington, Behavior Analysts, Inc.

Developing Advanced Verbal Behavior in Children with Autism Necessary for Describing Experiences and Developing Friendships

Children with a diagnosis of autism have significant delays in communication and social interaction. Consequently, their parents often feel disappointed by their inability to participate in daily interactions that most families take for granted, such as storytelling, laughing together, discussing the day's events, and speaking with their child about his or her thoughts and feelings. To develop these interaction skills, it is usually necessary to teach a variety of specific advanced language skills that are often not adequately addressed in many intervention programs. Some of these skills include being able to describe and answer questions about events as they are happening (*i.e.*, *What are we doing? Who is here? Where are we?*). Another important set of skills is to be able to ask peers and family members for information (*e.g.*, *Where is the playground? When can we go to the playground?*). Additionally, the child also must be taught to remember and describe what they are told about their peers (*e.g.*, *What is Joe's favorite video?*), and describe recent past events (*e.g.*, *Who sat next to you at lunch today? What did he bring for lunch?*). Intervention programs that develop these types of skills can improve a child's ability to establish and maintain meaningful friendships.

By the end of this workshop, participants will be able to:

1. Identify deficiencies in a learner's language and social skills that interfere with the child's ability to engage in conversations with peers and family members.
2. State three strategies to help children with autism engage in conversation about the they've engaged in activities with peers.
3. Describe a variety of advanced manding skills that are necessary for a child to be able to engage in conversations with others.
4. Identify the difference in methods used to develop a child's ability to engage in intraverbal behavior that involves transitory environmental stimuli and events versus constant verbal stimuli.
5. Describe methods to teach children with autism to attend to nonvocal verbal stimuli that are important to social interactions.

Skill Level: Intermediate

Dr. Partington is the clinical director of Behavior Analysts, Inc. and author (*with Dr. Mark Sundberg*) of *Teaching Language to Children with Autism and Other Developmental Disabilities and The Assessment of Basic Language and Learning Skills (The ABLLS)*. He provides consultation worldwide on teaching language to children with autism.

Workshop #14 (1:30 PM - 4:30 PM)

3 CE's - BA, SLP, MH, PSY

Christine Reeve, Nova Southeastern University & Susan Kabot, Nova Southeastern University

Designing Appropriate and Effective Educational Programs For Students with Autism and Related Disabilities

This workshop will focus on:

1. Effective design of the physical environment to prevent challenging behaviors and increase engagement in instruction;
2. Development of practical schedules that both incorporate the needs of individual students while working for the class as a whole to produce high levels of engagement;
3. Design of educational programs through the use of the Comprehensive Autism Planning System (CAPS) and Teaching Plans that identify goals, instructional strategies, and data collection systems;
4. The use of a data collection system designed to meet the practical needs of the classroom while providing needed information for adapting instruction based on student performance;
5. And the management of staff time to maximize engagement in the classroom with the students.

The workshop will be appropriate for teachers and other classroom team members who work with students with autism or related disabilities, behavior analysts who consult and work with educational teams, and other school personnel and administrators who work with teachers to provide appropriate and effective educational environments.

By the end of this workshop, participants will be able to:

1. Identify characteristics of autism spectrum disorders and discuss methods for accommodating characteristics that impact classroom functioning.
2. Design the physical environment and floor plan of the classroom to maximize student participation and prevent challenging behaviors.
3. Use visual cueing and activity schedules to help manage classroom routines.
4. Develop teaching plans or CAPS plans for a student that identify how each goal will be taught and assessed within the classroom routine and how students will be supported in the general education curriculum.
5. Identify research bases for strategies used within the classroom and discuss them with other professionals and parents using common language.

Skill Level: Intermediate

Dr. Reeve is the Director of Academic Programs at Nova Southeastern University. She provides consultation and training to school districts in Florida, Georgia, Tennessee, Ohio and other states to support educational programming for students with disabilities.

2010 Conference Workshops

Workshop #15 (1:30 PM - 4:30 PM)

3 CEs - BA, SLP, MH, PSY

Dawn A Bailey, Behavior Management Consultants, Inc & Kim D Greene, Behavior Management Consultants, Inc

Push Away from the Table: Innovative and Effective Teaching Strategies for Community Settings

While behavior analysts know that the most effective teaching strategies for individuals with autism include a combination of intensive teaching (*or discrete trial methods*) and natural environment teaching, it is still often the case that most training takes place at a table or in a child's classroom or home. A primary reason for this is the difficulty and amount of "front end" work required to contrive and/or control for teaching situations adequately in community settings. This workshop will provide attendees with descriptions and instructions for implementing research-based interventions to teach a wide variety of social skills in community settings including structured play dates, successful summer camp inclusion, social clubs, and more.

By the end of this workshop, participants will be able to:

1. Identify several challenges and key components of successful community-based treatment.
2. Recognize readiness indicators in children for community-based training.
3. Identify relevant components of observational learning training activities.
4. Describe behavior analytic strategies used in naturalistic settings and develop a program for a successful play date at the park.
5. Discuss problems with prompting in naturalistic settings and pre-teaching strategies that can reduce the need for prompting in naturalistic settings.

Skill Level: Intermediate

Dr Bailey received her Ph.D from Florida State University. She has served as a behavior analyst with Behavior Management Consultants for more than 10 years and as a FABA Office Manager for 9 years. Her research and applied interests include the impact of motivating operations and teaching strategies for individuals with autism or other disabilities.

**VOLUNTEERS
NEEDED**



We Can't Do It Without You!

2010 Saturday Morning Workshops

Workshop #16 (9:00 AM - 12:00 PM)

3 CEs - BA, MH, PSY

Tom Sharpe, Educational Consulting, Inc. & Karin Torsiello, Behavior Basics, Inc.

Software Tools for Direct Observation: Hands on Learning of the BEST Tools for BCBA's, Clinical Practitioners, and Faculty Researchers.

This workshop provides hands on application of a user friendly software package compatible across Microsoft, MAC, and Apple platforms designed to collect and analyze behavioral data for evaluation and feedback applications in direct observation client settings. Audience active responding and hands on learning format are prioritized. Materials are particularly useful to graduate students, behavioral psychologists, BCBA professionals, and experimental analysts -- all interested in analyzing complex configurations of behaviors which are emitted at high rates, overlap in time, and are context dependent. Discussion includes an introduction to (a) recommended procedures when collecting time-based data, and (b) computer generated behavior descriptions, graphic displays, statistical analyses, and reliability comparisons when engaged in staff training and assessment of data integrity. Workshop participants will exit with software-based data collection and analysis competencies. Participants will be provided with all workshop presentation materials, a copy of the complete software package on CD ROM, and a pdf file summary copy of a compatible research methods text published by Sage Publications.

NOTE: Laptop computer use is required. Participants are encouraged to bring fully charged laptop computers.

By the end of this workshop, participants will be able to:

1. Discuss the principles and practice of discrete and sequential behavior analysis methods.
2. Apply a range of computer-based data collection, reliability, and measurement techniques to their particular behavior analysis interests.
3. Understand and apply a range of computer-based descriptive and statistical data analysis techniques in relation to discrete and sequential measurement sets.
4. Construct a variety of behavior graphs and apply appropriate analysis techniques to the graph types covered, and in relation to research and behavior service application examples.
5. Describe observation system construction, data recording and analysis, and evaluation and feedback techniques for service delivery settings.

Skill Level: Intermediate

Karin Torsiello received her master's degree from the Florida Institute of Technology in 2000. Tom Sharpe holds a doctorate, has held a full-time tenure track position for the past 19 years, has held full professor rank, has published research in JABA, School Psychology Quarterly, JOBE, Education and Treatment of Children.

2010 Saturday Morning Workshops

Workshop #17 (9:00 AM - 12:00 PM)

3 CE's - BA, MH, PSY

Robert J Wallander, eLearning Advancements

Functional Behavioral Assessment

This workshop is designed to assist both the novice and experienced practitioner to prepare, execute, and report results that comprise useful functional assessments of behavior. Participants will review practical methods for gathering the clinical data according to the level of assessment attempted: informant, descriptive, or experimental. Examples taken from real world cases will be presented to workshop attendees for their analysis and design of sessions intended to acquire essential information for performing an assessment. Furthermore, participants' clinical repertoire will expand through applying stock phrases and descriptions during exercises that require them to 'author' impressions and recommendations like those demanded by everyday practice. In summary, this teaching event is intended to advance the verbal repertoire about behavior function and treatment. In addition, skills essential for performing assessments in an efficient manner that captures critical data on referring behavior function will be demonstrably advanced.

By the end of this workshop, participants will be able to:

1. Discern and describe the three levels of assessment.
2. State strategies for designing the outset of an assessment based on preliminary information.
3. Apply advanced terminology from verbal behavior concepts and from literature on motivative operations.
4. Demonstrate how to keep the assessment data collection phase dynamic and interactive between the three standard levels versus a linear and stolid approach.
5. State the indications an assessment's goals are met with sufficient information is gathered and analyzed.

Skill Level: Introductory

Dr. Wallander is a Board Certified Behavior Analyst who earned his Ph.D from the Florida State University and now has a private practice in which he utilizes functional behavioral assessments to target his client's problem behaviors. He has contracted with the Shapiro Developmental Center, Tallahassee and Panama City Development Centers, and Residential Opportunities, Inc. He has also taught several courses at the Florida State University and presented at both FABa and ABAI.

**Support Your
FABAPAC**

(Political Action Committee)



Workshop #18 (9:00 AM - 12:00 PM)

3 CE's - BA, SLP, MH, PSY

Chrystin Bullock, Florida Autism Center

Setting Up a Beginning Verbal Behavior Program: Environmental and Clinical Concerns

Parents, teachers, and ABA staff coming from residential or non-VB backgrounds often flounder when creating an intensive verbal behavior program. Many programs do a great job teaching children to RESPOND, but fall flat in encouraging INITIATION. This presentation will discuss ways to encourage children to initiate; including setting up the environment for learning, types of mands and how to teach them; data collection for verbal behavior programs, and clinical tactics and pitfalls. Verbal behavior transfer procedures will be discussed in less depth, as will be information about selecting appropriate forms of communication for new learners and encouraging vocal language from non-vocal learners.

By the end of this workshop, participants will be able to:

1. Identify good and poor aspects of a physical environment for verbal behavior training.
2. Differentiate between mands, tacts, intraverbals, and echoics.
3. Demonstrate good clinical skill in teaching the mand.
4. Be able to choose appropriate mode of communication for the learner.
5. List 3 - 5 potential strategies for encouraging vocal language from a non-vocal child.

Skill Level: Introductory

Ms. Bullock received her Master of Science in Applied Behavior Analysis from the Florida Institute of Technology. She currently serves as Executive Director/Owner of the Autism Consulting Network and the Florida Autism Center.

NOTICE:

**Please Take Advantage
of the Advance
Registration Rates;
On-Site Registration
will be ...**

**20%
HIGHER**



Florida Association for
Behavior Analysis

For information
about the hotel, contact
the Hilton in the
Walt Disney Resort
directly at

1-800-782-4414

Workshop
19

What an Enriching Web We Weave: *Applying the SPIDER Framework for Environmental Enrichment*

Saturday October 9, 2010 – (9:00 AM - 12:00 PM)

3 CEs - BA

*Christy A. Alligood, Disney's Animal Kingdom Education and Science &
Marty Sevenich MacPhee, Disney's Animal Kingdom Behavioral Husbandry*

Special workshop: Disney Animal Kingdom (DAK) invites you to a special training presentation and backstage event planned just for FABAs and their family members (*age 16 and older*) who want to learn about DAK's operant training techniques, enrichment, research, and conservation programs.

Environmental enrichment strategies are often implemented in zoological settings with the goal of setting the stage for optimal animal health, learning, and behavior. At Disney's Animal Kingdom, the SPIDER framework for environmental enrichment is used to design, implement, and evaluate these strategies. In this onsite workshop at Disney's Animal Kingdom, participants will learn about environmental enrichment and applications of the SPIDER framework in the zoological setting, with the goal of translating the framework to their own work settings. The workshop will include a classroom portion as well as a backstage animal experience. During the classroom portion, participants will engage in interactive skill building activities involving goal-setting, data collection, and evaluation. During the backstage experience, participants will see various examples of SPIDER framework applications at Disney's Animal Kingdom. Participants must be age 16 years or older. The backstage experience will include an outdoor component.

Costs: \$99 This fee includes a large donation to the Disney wildlife conservation fund and transportation to and from the backstage entrance to DAK. For this special event, the same fee applies to family members (*age 16 or*

older). Regular park admission is not included in this fee. Contact the Hilton Disney store for discounted afternoon regular admission tickets and details on the free bus return service.

By the end of this workshop, participants will be able to:

1. Give a definition of environmental enrichment.
2. State at least three common goals of environmental enrichment strategies, and translate those goals into observable behaviors.
3. List the six components of the SPIDER framework.
4. Describe the opportunities and challenges associated with each component of the SPIDER framework.
5. Give an example of an application of the SPIDER framework to an animal or human environment.

Skill Level: Introductory

Dr. Alligood is a BCBA-D and received her PhD from WVU. Her background includes work with developmentally disabled children, schools, and equivalence relations. She is now leading a major project on endangered Key Largo woodrat behaviors and conducting research on enrichment and animal welfare.

Marty Sevenich MacPhee is the Curator of Behavioral Husbandry at Disney's Animal Kingdom Animal Operations. She has many years of experience in behavioral training with exotic zoological species.



Oct. 6-9, 2010
*Hilton in the
Walt Disney Resort
Lake Buena Vista, Florida*

The Southeast's Premier Behavior Analysis Conference for 30 Years