



TH

ANNUAL CONFERENCE October 15-16, 2009

**THE BERKSHIRE ASSOCIATION FOR  
BEHAVIOR ANALYSIS AND THERAPY**



Affiliate Chapter of ABAI and Affiliate Association of APBA

**BEST CONTINUING EDUCATION OPTION THIS YEAR—**

**ETHICS • PROFESSIONAL PRACTICE • BEHAVIORAL MEDICINE • PARENT  
TRAINING • AUTISM • ORGANIZATIONAL BEHAVIOR MANAGEMENT •  
BEHAVIOR DISORDERS • FUNCTIONAL ASSESSMENT • SPECIAL EDUCATION**

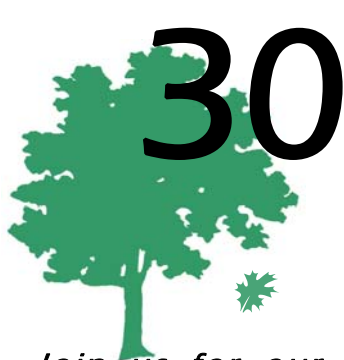
James Carr, *Auburn University* • Iser DeLeon, *Johns Hopkins School of Medicine* • John Donahoe, *University of Massachusetts* • Richard Foxx, *Penn State University* • Patrick Friman, *Boys Town* • Gina Green, *San Diego State University* • Greg Hanley, *Western New England College* • Linda Hayes, *University of Nevada at Reno* • Brian Iwata, *University of Florida* • Lee Kern, *Lehigh University* • Suzanne Letso, *Connecticut Center for Child Development* • Brian Martens, *Syracuse University* • John Northup, *University of Iowa* • Beth Sulzer-Azaroff, *The Browns Group of Naples* • Jeff Tiger, *Louisiana State University* • David Wilder, *Florida Institute of Technology*.



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Joseph N. Ricciardi, PsyD, ABPP, BCBA  
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## ANNUAL CONFERENCE

# THE BERKSHIRE ASSOCIATION FOR BEHAVIOR ANALYSIS AND THERAPY

An affiliate chapter of The Association for Behavior Analysis International  
An affiliate association of the Association of Professional Behavior Analysts

Join us for our **THIRTIETH YEAR**. It's **OUR BIGGEST CONFERENCE EVER**. More workshops, more CEs, more speakers. Your **BEST** professional development option this year. **Avoid the rush—Register TODAY on line!**

<http://www.aux.umass.edu/conferenceservices/registration.php>

### OUR PROGRAM: Thursday, October 15, 2009

7:30-8:30  
Concourse

#### REGISTRATION

8:30-9:00  
Auditorium

#### OPENING REMARKS—

Welcome to the 30th Annual BABAT Conference

In Memorium: Edward G. "Ted" Carr

Introduction to the Association for Professional Behavior Analysts—GINA GREEN, *San Diego State University*

Opening Remarks—BETH SULZER-AZAROFF, *The Browns Group of Naples*

9:00-5:00  
Concourse

PROGRAM EXPOSITION—Exhibitors from various agencies, open daily on the concourse level.

9:00-9:50  
Auditorium

INVITED OPENING ADDRESS—No Need to be Anxious about Anxiety: A Behavioral Perspective on the Sovereign Construct in Mainstream Clinical Psychology.

PATRICK C. FRIMAN, *Boys Town*

10:00-11:20  
Room 163C

INVITED ADDRESS—Reinforcement: Recent Findings and Their Implications for Basic and Applied Work.

JOHN W. DONAHOE, *University of Massachusetts*

Room 174

INVITED ADDRESS—Addressing Problem Behaviors in the Classroom: Why We Aren't Making Progress.

LEE KERN, *Lehigh University*

Room 101

SYMPOSIUM—Performance Improvement Strategies for Direct Support Staff in a Human Service Organization.

Chair: HELENA MAGUIRE, *Melmark New England*

Discussant: BETH SULZER-AZAROFF, *The Browns Group of Naples*

Effects of Goal Setting and Public Posting on the Percentage of Student Programs Completed Daily. NATALIE CAMPISANO, Florence D. DiGennaro Reed, and Elizabeth Ford, *Melmark New England*

Use of a Modified Tool to Improve Data Collection Practices of Teachers. BRAD STEVENSON and Florence D. DiGennaro Reed, *Melmark New England*

Implementation of an Antecedent Intervention to Increase Class-Wide IOA Assessment. STEFANIE DOUCETTE, Florence D. DiGennaro Reed, and Heidi Marquardt, *Melmark New England*

Room 162

SYMPOSIUM—The Advantages and Complications of Conducting Functional Analyses In Vivo.

Chair: HANNA RUE, *The May Institute*

Comparing the Results of an Analogue and Naturalistic Functional Analysis. STEPHANIE ORMAN and Katherine Gilligan, *The May Institute*

A Modified Functional Analysis Used to Assess the Function of Spastic Body Movements. JENNIFER SILBER, Natalie DeNardo, and James Luiselli, *The May Institute*

Use of Brief Functional Analysis to Determine the Function of Thumb Sucking. BETHANY CONDO, Amy Baranek, Jen Silber, Hannah Rue, and James Luiselli, *The May Institute*

The Advantages and Disadvantages of Conducting FAs in a Naturalistic Setting. AMY BARANEK, Bethany Condo, Jen Silber, Hannah Rue, and James Luiselli, *The May Institute*



**ADA COMPLIANT AND NONDISCRIMINATORY.** All educational programs or activities of the sponsoring organization are in accordance with applicable provisions of federal law regarding nondiscriminatory practices and ADA compliance.

## Thursday, October 15, 2009

10:00-11:20  
Room 168

### SYMPOSIUM—An Analysis of Teaching and Prompting Strategies in Teaching Children with Autism.

Chair: JULIE S. WEISS, *New England Center for Children*

Deviations from Prescribed Prompting Procedures: Implications for Treatment Integrity. LAURA GROW, James E. Carr, *Western Michigan University*; Kristin V. Gunby, Shaireen M. Charania, Lucita Gonsalves, Inas A. Ktaech, *Kinark Child and Family Services*, and April N. Kisamore, *Western Michigan University*

A Comparison of Backward and Forward Chaining in the Acquisition of Play and Vocational Skills. Emily Bennett, JULIE S. WEISS, and William H. Ahearn, *New England Center for Children*

Generating Novel Play and Vocational Skills Sequences of Responding by Teaching Components: Adduction. KERRI P. SHANAHAN, Julie S. Weiss, and William H. Ahearn, *New England Center for Children*

A Comparison on the Acquisition of a Behavior Chain with Edible, Social, and No Reinforcers. DEANNA GIANNINI, William H. Ahearn, and Julie S. Weiss, *New England Center for Children*

Room 917  
9th Floor

### SYMPOSIUM—Recent Developments in Assessment.

Chair: RACHEL H. THOMPSON, *Western New England College*

Assessment and Treatment of Arranging and Ordering in Individuals with Autism. NICOLE M. RODRIGUEZ, Rachel H. Thompson, *Western New England College*, Kevin Schlichenmeyer, Corey S. Stocco, and William H. Ahearn, *New England Center for Children*

Variability in Activity Completion Among Children with Autism and their Typical Peers. STACIE L. BANCROFT, *New England Center for Children*, Rachel Thompson, *Western New England College*, Claudia L. Dozier, Amy Harper, *University of Kansas*, and Tiffany Allard, *New England Center for Children*

The Effects of "Restricted Interests" on Caregiver Presentation of Items. COREY S. STOCCO, *New England Center for Children*, Rachel H. Thompson, Nicole Rodriguez, *Western New England College*, and Kevin Schlichenmeyer, *New England Center for Children*

The Influence of Pre-session Factors in the Assessment of Deviant Arousal. JORGE REYES, *Westfield State College*, and Timothy R. Vollmer, *University of Florida*

Room 165



An APBA Professional Development Series **WORKSHOP—Clinical/Legal Issues.** (Limited to 25 participants)

RICHARD M. FOXX, *Penn State University*

Room 804  
8th Floor

**WORKSHOP—PART 1: Issues of Control and Counter-Control in Applied Behavior Analysis and Service Delivery.** (Participants must register for BOTH parts—Part 2 offered Thursday 1:30-2:50)

ALLEN KARSINA, *New England Center for Children*

Room 905  
9th Floor

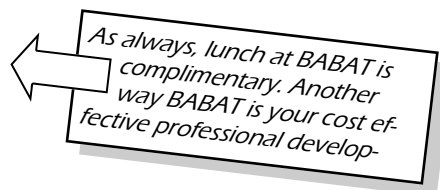
**WORKSHOP—PART 1: Administering the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP).** (Participants must register for BOTH parts—Part 2 offered Thursday 1:30-2:50)

JUDAH B. AXE, *Simmons College*

11:30-12:30  
Student Union  
Ballroom  
Amherst Room

**LUNCH—Join us for complimentary lunch!**

This year, lunch will be available in two locations:  
The Student Union Ballroom and The Amherst Room



Dukes Room

**BABAT Board of Directors Meeting.**

12:30-1:20  
Auditorium

**INVITED ADDRESS—Remembering and Reminiscing.**

LINDA J. HAYES, *University of Nevada, Reno*

1:30-2:50  
Room 163C

**INVITED ADDRESS—The Emerging Field of Applied Behavior Pharmacology.**

JOHN NORTHUP, *University of Iowa*

Room 174

**INVITED ADDRESS—Defining, Designing, and Delivering ABA School Programs for Students with Autism Spectrum Disorders.**

SUZANNE LETSO, *Connecticut Center for Child Development*

Room 101

**SYMPOSIUM—Evaluating Controversial Therapies for Individuals with Developmental Disabilities.**

Chair: DEREK D. REED, *Melmark New England*

Discussant: RICHARD M. FOXX, *Penn State University*

Sensory Integration as a Treatment for Automatically Reinforced Behavior. KEIRA MOORE, Catia Cividni, Jennifer Dashner, Dana Justice, Kathy Clark, and William H. Ahearn, *New England Center for Children*

Evaluation of Ambient Prism Lenses as a Therapy for an Adolescent with Autism. DEREK D. REED, James Chok and Frank L. Bird, *Melmark New England*

Sensory Integrative Therapy Fails to Address Aberrant Behaviors in Two Clinical Case Studies. FRANK L. BIRD, *Melmark New England*

## Thursday, October 15, 2009

1:30-2:50  
Room 162

### SYMPOSIUM—Procedures for Promoting Skill Acquisition.

Chair: MAUREEN KELLY, *New England Center for Children*

Differential Reinforcement of Prompted and Independent Responses: An Alternative Procedure to Decrease Prompt Dependency. CATIA CIVIDINI-MOTTA, Kathy Clark, and William H. Ahearn, *New England Center for Children*

Training Joint Attention Responses in Teenagers Using Social Consequences. DELNA BHARUCHA, Catia Cividini-Motta, and William H. Ahearn, *New England Center for Children*

Delayed Reinforcement in Teaching Discrimination Skills. HEATHER AMTMANN and William H. Ahearn, *New England Center for Children*

Varying Procedural Integrity Levels in the Delivery of Programmed Consequences During Visual-Visual Match-to-Sample Tasks. JACKIE POTTER, Shawn Kenyon, and Paula Braga-Kenyon, *New England Center for Children*

Room 168

### SYMPOSIUM—Battling the Bulge: Behavioral Approaches to Promoting Physical Activity.

Chair: MATT NORMAND, *University of the Pacific*

Discussant: GREG HANLEY, *Western New England College*

Behavior Analysis in Health and Fitness. MATT NORMAND, *University of the Pacific*

The Development and Validation of Physical Activity Measurement Systems. TRACY A. LARSON, Matthew P. Normand, Kristin M. Hustyi, and Scott Greenberg, *University of the Pacific*

Shaping Physical Activity in Obese and Overweight Children Using Percentile Schedules. KRISTIN M. HUSTYI, Matthew P. Normand, Tracy A. Larson, and Scott Greenberg, *University of the Pacific*

Room 917  
9th Floor

### SYMPOSIUM—Preference Assessment: Where Have We Been? Where Are We Going?

Chair: MARY ROSSWURM, *Crossroads School*

Discussant: CHERYL DAVIS, *Private Consultant*

A Review of Preference Assessment Literature. BENJAMIN BRUNEAU, and Mary Rosswurm *Crossroads School*, Cheryl Davis, *Private Consultant*, Kristin Walston, Michele Brock, and Kevin Hardy, *Crossroads School*

Efficiency with Forced Choice Preference Assessment: Comparing Multiple Presentation Techniques. KRISTIN WALSTON, *Crossroads School*, Cheryl Davis, *Private Consultant*, Michele Brock, *Crossroads School*, and Thomas Zane, *Sage College*

Room 165

### WORKSHOP—Considerations in Implementing Best Practices in Behavioral Parent Training.

FLORENCE D. DIGENNARO and Helena Maguire, *Melmark New England*

Room 804  
8th Floor

### WORKSHOP—PART 2: Issues of Control and Counter-Control in Applied Behavior Analysis and Service Delivery. (Participants must register for BOTH parts—Part 1 offered Thursday 10:00-11:20)

ALLEN KARSINA, *New England Center for Children*

Room 904  
9th Floor

### WORKSHOP—PART 2: Administering the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). (Participants must register for BOTH parts—Part 1 offered Thursday 10:00-11:20)

JUDAH B. AXE, *Simmons College*

3:00-4:20  
Auditorium

### PANEL DISCUSSION—The Use of Physical Restraint.

Chair: ALLEN KARSINA, *New England Center for Children*

Panelists: RICHARD M. FOXX, *Penn St. University*, RICHARD B. GRAFF, *New England Center for Children*, GREGORY P. HANLEY, *Western New England College*, GARY PACE, *The May Institute*, and JAMES SPERRY, *The May Institute*

Room 163C

### INVITED ADDRESS—On the Value of Choice-Making Opportunities.

JEFF TIGER, *Louisiana State University*

Room 174

### SYMPOSIUM—Topics in Applied and Translational Research.

Chair: JASON C. BOURRET, *New England Center for Children*

Analysis of Reinforcer Efficacy in the Context of Applied Token Economies. DANA A. JUSTICE, Kathryn G. Horton, and Jason C. Bourret, *New England Center for Children*

A Behavioral Economic Analysis of Choice. JAMIE LEBOWITZ and Jason C. Bourret, *New England Center for Children*

Examination of the Utility of an Automated Training in Teaching Graphing and Spreadsheet Use. NICK VANSELOW and Jason C. Bourret, *New England Center for Children*

Analysis of the Effects of Increasing the Rate of Exposure to Training Trials on Response Acquisition. MELISSA EZOLD and Jason C. Bourret, *New England Center for Children*

## Thursday, October 15, 2009

3:00-4:20  
Room 101

### **SYMPOSIUM—Capacity Development for Behavior Support and Program Development in Public Schools.**

Chair: MARK PALMIERI, *The Center for Children with Special Needs, L.L.C.*

Initiating Systematic Change through Program Planning and Evaluation at an Integrated Preschool Level. REBECCA MUNDAY, *The Center for Children with Special Needs, L.L.C.*

Using Team Building to Ensure Behavioral Treatment Integrity for Integrated Students with Autism Spectrum Disorders. MARINA AZIMOVA, *The Center for Children with Special Needs, L.L.C.*

Sustaining Systematic Change in a Public Education Classroom for Medically Fragile Students. SOLANDY MEZAFORTE, *The Center for Children with Special Needs, L.L.C.*

Room 162

### **SYMPOSIUM—Increasing Skills in Children with Autism and Brain Injury.**

Chair: DIPTI MUDGAL, *The May Institute*

Use of a Brief Experimental Analysis to Determine the Best Intervention for Increasing Sight Word Acquisition and Maintenance. AMY BARANEK, Daniel M. Fineup, and Gary Pace, *The May Institute*

Implementation of a Computer-Based Early Reading program with an Elementary-Aged Student with Autism. SARA WHITCOMB, Marissa Goodwin, Jennifer Bass, and James K. Luiselli, *The May Institute*

Teaching Students to Give Change Using Both Bills and Coins. DANIEL M. FINEUP and Dipti Mudgal, *The May Institute*

Room 168

### **PAPER SESSION—Clinical Decision Making and the Treatment of Severe Problem Behavior.**

Chair: STACIE L. BANCROFT, *New England Center for Children*

A Multicomponent Evaluation of Immediate and Delayed Punishment Procedure in the Treatment of Severe Problem Behavior. RYAN PABICO, *Marcus Autism Center and Children's Health Care of Atlanta*, Henry S. Roane, *Munroe-Meyer Institute/University of Nebraska Medical Center*, and Laura D. Frederick, *Marcus Autism Center and Children's Health Care of Atlanta*

An Intervention Package Designed to Reduce Vocally Disruptive Behavior: How Parametric Analysis Found its Heart. ROBERT L. SHAPIRO, Michele Mayer, Stefanie Salome, and Kara Muirhead, *Horace Mann Educational Associates*

A Description of Point-by-Point Expert Decision Making. NICK VANSELOW, *New England Center for Children*, and Rachel Thompson, *Western New England College*

Room 165



### **An APBA Professional Development Series WORKSHOP—Advocating for Public Policies to Support ABA Services.**

GINA GREEN, *San Diego State University*

Room 804  
8th Floor

### **WORKSHOP—Systems for Identifying and Improving Levels of Procedural Integrity in Running Behavior Programs and Interventions.**

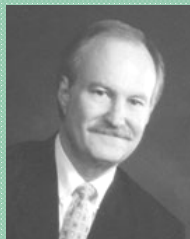
SHAWN E. KENYON, *New England Center for Children*

Room 904  
9th Floor

### **WORKSHOP—Toilet Training Children with Autism: An Effective Program for School Settings.**

MICHAEL A. COCCHIOLA, JR., *Capitol Region Education Council-Outreach Program, Windsor CT*

4:30-5:20



### **THE ANNUAL MURRAY SIDMAN AWARD FOR ENDURING CONTRIBUTION TO APPLIED BEHAVIOR ANALYSIS PRESENTED TO DR. RICHARD M. FOXX**

#### **Behavioral Artistry: Repertories that Make a Difference.**

RICHARD M. FOXX, *Penn State University*

BABAT honors Dr. Richard M. Foxx—leader and champion of the field, a national spokesperson whose books have sold several million copies. Few in our field have not read his work, used interventions he invented, or applied principles he made famous. Indeed, a scientist, but a behavioral artist as well, and an originator of much of what we now do.

5:30-7:00  
Room 163C

### **POSTER SESSION—Join colleagues to share their work, exchange ideas, and meet up with friends.**

## Friday, October 16, 2009

8:00-9:00  
Concourse

### **REGISTRATION**

9:00-9:50  
Auditorium

### **INVITED OPENING ADDRESS—Behavioral Characteristics of the Prader-Willi Syndrome.**

BRIAN A. IWATA, *University of Florida*

**BOARD CERTIFIED BEHAVIOR ANALYSTS:** BABAT is approved by the BACB to sponsor continuing education for Board Certified Behavior Analysts.  
**PSYCHOLOGISTS:** Continuing education credit is available for psychologists. This program is co-sponsored by The May Institute and BABAT. The May Institute is approved by the APA to sponsor continuing education for psychologists. The May Institute maintains responsibility for the program.

## Friday, October 16, 2009

10:00-11:20  
Room 163C

**INVITED ADDRESS—Extinction, Recovery, Relapse, and Behavioral Momentum.**

JOHN A. NEVIN, *University of New Hampshire*

Room 174

**INVITED ADDRESS—Contingency Space Analysis: A Procedure for Identifying Contingent Relations from Observational Data.**

BRIAN K. MARTENS, *Syracuse University*

Room 101

**SYMPOSIUM—Behavior-analytic Interventions for Promoting Socially-important Behavior Change.**

Chair: KEVIN C. LUCZYNSKI, *Western New England College*

Group Teaching Strategies for Promoting Acquisition of Functional Communication and Self Control Repertoires with Preschool Children. KEVIN C. LUCZYNSKI, Gregory P. Hanley, Lauren Beaulieu, and Jonathan Drew, *Western New England College*

The Effects of Strengthening Compliance Precursors on the Acquisition, Generalization, and Maintenance of Preschooler Compliance. LAUREN BEAULIEU, Gregory P. Hanley, and Aleasha A. Roberson, *Western New England College*

Further Evaluation of Antecedent Interventions on Compliance: The Effects of "Rationales" to Increase Compliance among Preschoolers. KATIE NICHOLSON, David A. Wilder, Janelle Allison, Oneina E. Abellon, and Renee Saulnier, *Florida Institute of Technology*

Assessment and Treatment of Off-task Behavior Exhibited by Adolescents with Autism in a Vocational Context. MAGDA M. STROPNIK, *New England Center for Children*, Gregory P. Hanley *Western New England College*, Stacy E. Edinburg, *New England Center for Children*, and Kevin C. Luczynski, *Western New England College*

Room 162

**PAPER SESSION—Recent Advances in Behavioral Medicine.**

Chair: PAUL NEUMAN, *Bryn Mawr College*

Pre-Exposure and Recovery in Activity-Based Anorexia. YEVGENIYA RATNOVSKY and Paul Neuman, *Bryn Mawr College*

A Behavior-Analytic Approach to Hypoglycemia Discrimination for Pediatric Type 1 Diabetes. ROBERT L. SHAPIRO, *Horace Mann Educational Associates*

Room 168

**SYMPOSIUM—Interventions for Reducing Problem Behavior.**

Chair: EILEEN M. ROSCOE, *New England Center for Children*

Comparison of Differential Reinforcement of Alternative Behavior Alone and in Combination with Response Interruption and Redirection for Treating Automatically-reinforced Stereotypy. Jessica Barron, EILEEN M. ROSCOE, Jason C. Bourret, and Gesell Gavidia, *New England Center for Children*

A Comparison of Effects Related to Motor and Vocal Response Interruption and Redirection. CANDICE COLON, Morgan Kinshaw, Lynn Andrejczyk, Kathy M. Clark, Berglind Sveinbjornsdottir, and William H. Ahearn, *New England Center for Children*

Further Evaluation of the Competition Between Positive and Negative Reinforcement for Escape-Maintained Problem Behavior. CASEY BETHAY, Eileen M. Roscoe, and Jenny W. Loring, *New England Center for Children*

Teaching Tolerance to Delay of Reinforcement to Reduce a Tangibly Motivated Behavior. STEPHANIE ORMAN, Gary Pace, Daniel Fienup, and Katherine Gilligan, *The May Institute*

Room 165



**An APBA Professional Development Series WORKSHOP—Resolving Ethical Dilemmas in Everyday Practice.**

SUZANNE LETSO, *Connecticut Center for Child Development*

Room 804  
8th Floor

**WORKSHOP—PART 1: Analyzing Drug Effects: An Introduction.** (Participants must register for BOTH parts—Part 2 offered Friday 2:30-3:50)

TOM BYRNE, *Massachusetts College of Liberal Arts*, and Eric Denette, *Berkshire Family and Individual Resources*

Room 904  
9th Floor

**WORKSHOP—PART 1: Use of Behavioral Techniques to Address Personal Hygiene and Adolescent Puberty in Individuals with Disabilities.** (Participants must register for BOTH parts—Part 2 offered Friday 2:30-3:50)

TIFFANY ESPOSITO, Silva Orchanian, and Kim Mayer, *Melmark New England*

Room 917  
9th Floor

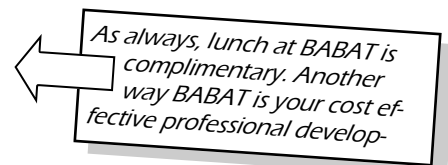
**WORKSHOP—Practical Money Management and Budgeting Skills for Teens and Young Adults with Autism.**

ELIZABETH MARTINEAU, *Nashoba Learning Group*

11:30-12:30  
Student Union  
Ballroom  
Amherst Room

**LUNCH—Join us for complimentary lunch!**

This year, lunch will be available in two locations:  
The Student Union Ballroom and The Amherst Room



**REGISTER ON-LINE TODAY! <http://www.aux.umass.edu/conferenceservices/registration.php>**

## Friday, October 16, 2009

12:30-12:50  
Auditorium

**BABAT STUDENT PAPER AWARD**—*Winner to be announced*

1:00-2:20  
Auditorium

**INVITED ADDRESS—Behavioral Economics in the Clinic: Explorations in the Treatment of Problem Behavior.**  
ISER G. DELEON, *Kennedy Krieger Institute and Johns Hopkins School of Medicine*

2:30-3:50  
Room 163C

**INVITED ADDRESS—Functional Assessment of Problem Behavior: Dispelling the Myths and Developing New Lore.**  
GREGORY P. HANLEY, *Western New England College*

Room 174

**INVITED ADDRESS—Techniques for Getting Staff Members to do What They Were Hired to do: Recent Research on Improving Safety and Performance in Human Service Settings.**  
DAVID A. WILDER, *Florida Institute of Technology*

Room 101

**SYMPOSIUM—Gain and Pain in the Prader-Willi Syndrome.**

Chair: BRIAN A. IWATA, *University of Florida*

Discussant: RACHEL H. THOMPSON, *Western New England College*

Assessment and Treatment of Food Stealing in Individuals with Prader-Willi Syndrome. AMANDA B. RONE and Brian A. Iwata, *University of Florida*

Treatment of Covert Self-Injurious Behavior. MEGAN K. GREGORY, Griffin W. Rooker, Brian A. Iwata, and Angie C. Querim, *University of Florida*

Pain Sensitivity in Individuals with Prader-Willi Syndrome. GRIFFIN W. ROOKER and Brian A. Iwata, *University of Florida*

Room 162

**SYMPOSIUM—Stimulus Equivalence: Methodology and Application.**

Chair: RUSSELL W. MAGUIRE, *Simmons College*

Effect of Teaching Sequence and Response Topography on Equivalence Class Formation of Preposition Locations. DANIEL DEROSA, *Simmons College*

The Emergence of Coin Equivalences Following Identity Matching-to-Complex Samples. CARRIE MCCLELLAND, Russell W. Maguire, and Michael J. Cameron, *Simmons College*

Auditory comparisons in the assessment of symmetry and transitivity. RUSSELL W. MAGUIRE and Michael J. Cameron, *Simmons College*

Room 168

**SYMPOSIUM—Observational Learning Using Video Modeling: Procedures and Prerequisites.**

Chair: REBECCA P. F. MACDONALD, *New England Center for Children*

Investigating and Assessing Potential Prerequisite Skills for Learning through Video Modeling. CHATA A. DICKSON, Rebecca P. F. MacDonald, Megan Robinson, and William H. Ahearn, *New England Center for Children*

Training Prerequisite Skills for Learning through Video Modeling. MEGHAN ROBINSON, Chata A. Dickson, Rebecca P. F. MacDonald, and William H. Ahearn, *New England Center for Children*

A Comparison of Play Skill Acquisition using Teacher-Created Video Models and Commercially Available Video Formats. GAIL PALECHKA, Rebecca P. F. MacDonald, Susan Langer, and Chata A. Dickson, *New England Center for Children*

Teaching Children with Autism to Respond to Facial Expressions using Video Modeling. JUDAH B. AXE and Christine J. Evans, *Simmons College*

Room 165



**An APBA Professional Development Series WORKSHOP—The Ethics of Aversive Control: From Research to Challenging Cases and Life Lessons.**

WILLIAM H. AHEARN, *New England Center for Children*

Room 804  
8th Floor

**WORKSHOP—PART 2: Analyzing Drug Effects: An Introduction.** (Participants must register for BOTH parts—Part 1 offered Friday 10:00-11:20)

TOM BYRNE, *Massachusetts College of Liberal Arts*, and Eric Denette, *Berkshire Family and Individual Resources*

Room 904  
9th Floor

**WORKSHOP—PART 2: Use of Behavioral Techniques to Address Personal Hygiene and Adolescent Puberty in Individuals with Disabilities.** (Participants must register for BOTH parts—Part 1 offered Friday 10:00-11:20)

TIFFANY ESPOSITO, Silva Orchanian, and Kim Mayer, *Melmark New England*

Room 917  
9th Floor

**WORKSHOP—Preventing the Use of Restraints in Residential Programs: Strategies, Techniques, Cases, and Data.**

ALLEN KARSINA, *New England Center for Children*

4:00-4:50  
Auditorium

**INVITED ADDRESS—How Researchers Can Influence the Practice of New Clinicians: Recommendations and Examples.**

JAMES E. CARR, *Auburn University*

## WORKSHOP DESCRIPTIONS

**BABAT workshops** are the ideal way to earn continuing education credits, develop knowledge, and maintain skills. Compared to fees charged at other conferences or even on-line, BABAT continuing education workshops are cost effective! This year we have partnered with the Association of Professional Behavior Analysts to offer several additional professional development workshops presented by nationally recognized experts.

Reserve workshops when you register—but register soon, as workshop space fills up fast. Workshop fees are not included in conference registration. Workshop fee: \$35.00 per workshop. **CE credit fee: \$30.00** (If you would like to obtain CE credits for workshops you must pay this additional processing fee. However, this fee covers ALL CE credits: workshops or select symposia—one fee includes ALL CE credits). **Space is limited—register today!**

THURSDAY  
10:00-11:20



**APBA PROFESSIONAL DEVELOPMENT SERIES—Clinical/Legal Issues.** (Limited to 25 participants) RICHARD M. FOXX, *Penn State University*

This workshop will review and discuss a number of court cases involving individuals treated and educated in community, school, and residential settings. Issues to be discussed include safety versus rights, legal issues confronting behavior analysts, what constitutes appropriate treatment, fads, and how to avoid litigation. The role of expert witness in and out of the court room will be discussed. Participants will learn the role of the expert witness in and out of the court room, how to distinguish between safety versus rights in providing treatment, how to avoid litigation, and how to identify treatment errors.

THURSDAY  
10:00-11:20

**PART 1: Issues of Control and Counter-Control in Applied Behavior Analysis and Service Delivery.** (Participants must register for BOTH parts—Part 2, Thursday 1:30-2:50). ALLEN KARSINA, *New England Center for Children*

This workshop will review Skinner's views on control, counter-control, and values, and the implications of these views on service delivery for vulnerable populations. In particular, methods for providing vulnerable populations with effective counter-control and balancing the needs for rehabilitation with the rights to freedom will be emphasized. Determining the "good life" for individuals unable to effectively advocate for themselves will also be discussed. Skinner's writings on control, counter-control, and the treatment of individuals with developmental disabilities will form the basis of the workshop. In addition, some current research (position-based and data-based) relevant to the topic will be reviewed, as well as current practices and standards in the field. The format will be a mixture of lecture and group exercises. The exercises will be designed to ensure mastery of the material as well as to bring the relevant experiences of the participants into the discussion. The content is related to ethical, legal, statutory and regulatory policies, guidelines, and standards.

THURSDAY  
10:00-11:20

**PART 1: Administering the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP).** (Participants must register for BOTH parts—Part 2, Thursday 1:30-2:50). JUDAH B. AXE, *Simmons College*

Skinner's analysis of verbal behavior has had an immense impact on language training programs for young children with autism and related disabilities. The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) is a new assessment for identifying language and learning delays using Skinner's analysis. The assessment contains 170 learning and language milestones taken from normative child data across three age ranges: 0-18 months, 18-30 months, and 30-48 months. The barriers assessment of the VB-MAPP identifies defective repertoires across the primary verbal operants and other learning processes. The transition assessment detects strengths and weaknesses of repertoires relevant to succeeding in inclusive educational environments. Finally, the VB-MAPP contains a section on curriculum placement and writing IEP goals. The purpose of this workshop is to provide a brief overview of Skinner's analysis of verbal behavior, orient participants to the sections and main components of the VB-MAPP, and provide training on administering and scoring the VB-MAPP and using it to inform instruction.

THURSDAY  
1:30-2:50

**Considerations in Implementing Best Practices in Behavioral Parent Training.** FLORENCE D. DIGENNARO and Helena Maguire, *Melmark New England*

Parent training is a common intervention used with families of children with autism and other developmental disorders, particularly if a child exhibits challenging behavior. A number of considerations are necessary to effectively implement behavioral parent training consistent with best practices. The purpose of this workshop is to (a) highlight a brief history of parent training programs, (b) discuss the planning process, (c) discuss appropriate candidates, (d) describe decisions regarding use of group versus individual parent training, and (e) provide guidance on implementing best practices before beginning and during parent training. A discussion of important considerations regarding in-home parent training versus private or public school settings will be provided. Additionally, the presenters will share data from an ongoing investigation of a behavioral parent training program on parent stress and impact of disability on the family. Empirically-supported parent training curricula will be shared with attendees.

THURSDAY  
1:30-2:50

**PART 2: Issues of Control and Counter-Control in Applied Behavior Analysis and Service Delivery.** (Participants must register for BOTH parts—Part 1, Thursday 10:00-11:20). ALLEN KARSINA, *New England Center for Children*. *SEE PART 1 FOR ABSTRACT.*

THURSDAY  
1:30-2:50

**PART 2: Administering the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP).** (Participants must register for BOTH parts—Part 1, Thursday 10:00-11:20). JUDAH B. AXE, *Simmons College*. *SEE PART 1 FOR ABSTRACT.*

THURSDAY  
3:00-4:20



**APBA PROFESSIONAL DEVELOPMENT SERIES—Advocating for Public Policies to Support ABA Services.** GINA GREEN, *San Diego State University*

If the professional practice of behavior analysis – indeed, the field as a whole is to survive and grow, it is imperative that behavior analysts and their allies advocate effectively for public policies that encourage the investment of resources in ABA service provision and training, and that permit behavior analysts to practice independently. Successful adoption and implementation of such policies requires close collaboration among consumers, behavior analysts, other professionals, and policymakers. This workshop will provide suggested strategies for advocating for public policies to credential behavior analysts and to support ABA services.

## WORKSHOP DESCRIPTIONS

THURSDAY  
3:00-4:20

**Systems for Identifying and Improving Levels of Procedural Integrity in Running Behavior Programs and Interventions.** SHAWN E. KENYON, *New England Center for Children*

The term procedural integrity refers to the implementation of an intervention as intended (Coddling, Feinberg, Dunn, & Pace, 2005) or as the inter-observer agreement measures on the occurrence or non-occurrence of the independent variables (Billingsley, White, & Munson, 1980). High procedural integrity involves an experimenter measuring what they intended to measure, or implementing a treatment plan exactly as it was intended. The current workshop addresses the issue of procedural integrity with respect to behavior plan implementation. Participants will learn to develop systems to measure levels of procedural integrity in running behavior programs as well as interventions to improve procedural integrity. Participants will learn to analyze behavior plans while breaking down components in order to compose checklists that can be used to measure overall procedural integrity. Ways to analyze results will be discussed. Additionally, a few studies using different methodologies to improve procedural integrity in running behavior plans will be presented.

THURSDAY  
3:00-4:20

**Toilet Training Children with Autism: An Effective Program for School Settings.** MICHAEL A. COCCHIOLA, JR., *Capitol Region Education Council-Outreach Program, Windsor CT*

Current literature regarding toilet training for children diagnosed with PDD focuses on smaller case studies, typically with concentrated clinical support. Limited data exists to support an effective school-based program readily implemented by school staff. This program provides an "intervention package" for toilet training children with PDD who demonstrated no success with toilet training at home or school before implementing this program in the school setting. The intervention relies on positive reinforcement, operant learning and shaping to teach toileting skills. The program was effective across eight cases in two school districts and transferred readily to the home environment. Learning occurred in typical school settings with a clear understanding that the intervention was a process of systematic learning over a longer period of time than previous research suggests. Paraprofessionals implemented the program with minimal clinical supervision. Toilet training readily transferred to the home setting once the skill set was in place at school.

FRIDAY  
10:00-11:20



**APBA PROFESSIONAL DEVELOPMENT SERIES—Resolving Ethical Dilemmas in Everyday Practice.** SUZANNE LETSO, *Connecticut Center for Child Development*

The intersection of the Behavior Analyst Certification Board Guidelines for Responsible Conduct with other obligations presents a variety of challenges to behavior analysts in everyday practice settings. Participants in this workshop will discuss the application of the Guidelines to issues such as fees and financial arrangements, contractual agreements, maintaining confidentiality in cyberspace, parents as co-workers, dual relationships with service recipients and funding sources, content of promotional and other materials, soliciting business, terminating services, and resolving ethical concerns with colleagues.

FRIDAY  
10:00-11:20

**PART 1: Analyzing Drug Effects: An Introduction.** (Participants must register for BOTH parts—Part 2, Friday 2:30-3:50) TOM BYRNE, *Massachusetts College of Liberal Arts*, and Eric Denette, *Berkshire Family and Individual Resources*.

This workshop is aimed at attendees with at least some graduate training in behavior analysis who wish to apply their skills to understanding the behavioral effects of drugs. The first half of the workshop will be an overview of the common stimulus properties of drugs. Recent literature will be reviewed to illustrate how drugs can function as reinforcers, motivational operations, and discriminative stimuli. The focus of the second half of the workshop is clinical drug assessment. With emphasis on those psychotropic drugs that behavior analysts working in applied settings are likely to encounter, we will discuss how knowledge of within-subject designs provides an excellent platform for analyzing drug effects and making data-based decisions regarding clinical efficacy. Special considerations, such as drug interactions and verbal mediation will be covered briefly. Throughout the workshop, some basic pharmacological principles, such as potency, tolerance and dose, etc., will be introduced, but no prior knowledge will be assumed.

FRIDAY  
10:00-11:20

**PART 1: Use of Behavioral Techniques to Address Personal Hygiene and Adolescent Puberty in Individuals with Disabilities.** (Participants must register for BOTH parts—Part 2, Friday 2:30-3:50) TIFFANY ESPOSITO, *Silva Orchanian*, and Kim Mayer, *Melmark New England*

Providing individuals with skills to be independent and thorough in the completion of personal hygiene routines is of great social significance and promotes a high quality of life (Garff & Storey, 1998). This workshop addresses personal hygiene needs of adolescent and adult females and males with autism or other developmental delays. Topics of discussion in part one of this workshop will include teaching individuals to identify body parts, understand their body's growth and development, learning how to take care of their bodies properly by using deodorant and shaving. An overview of previously published research related to personal hygiene training, assessment tools, and teaching plans will be presented and discussed. Guidance for planning and teaching maintenance and generalization of skills will be provided. Topics of discussion for part two of this workshop will include menstrual care, wearing appropriate undergarments, and male puberty topics (e.g., self-pleasure and masturbation).

FRIDAY  
10:00-11:20

**Practical Money Management and Budgeting Skills for Teens and Young Adults with Autism.** ELIZABETH MARTINEAU, *Nashoba Learning Group*

Teenagers with autism at Nashoba Learning Group who have been engaged in intensive ABA programming for a number of years are often able to develop sufficient prerequisite skills to learn money management, budgeting and related daily living skills in preparation for adulthood. However, because these teenagers are still challenged learners, skills must be taught using lessons designed specifically for their needs. These skills must also be closely tied to Vocational programming so that students learn the relationship between work and funds available. NLG has developed a series of skill building programs to teach practical money management, budgeting and related daily living skills. Workshop will review prerequisite skills needed, currently developed programming, and initial data on student skill acquisition.

REGISTER ON-LINE TODAY! <http://www.aux.umass.edu/conferenceservices/registration.php>

## WORKSHOP DESCRIPTIONS

FRIDAY  
2:30-3:50



**APBA PROFESSIONAL DEVELOPMENT SERIES—The Ethics of Aversive Control: From Research to Challenging Cases and Life Lessons.** WILLIAM H. AHEARN, *New England Center for Children*

As Skinner (1953) writes in *Science and Human Behavior*, “the degree to which we use punishment as a technique of control seems to be limited only by the degree to which we can gain the necessary power.” Punishment, and aversive control place the behavior analyst in a position where ethical considerations play a significant role. As punishment conditions escape/avoidance responding but does not alter the underlying operant that is punished, alternative, and/or complementary intervention is necessary for any long term change in the strength of the behavior. This presentation will explore applied research that has involved aversive control, particularly as this research relates to ethical standards that guide the practice of behavior analysts. Furthermore, a number of challenging cases involving the use of potential use of aversive intervention will also be discussed. Situations in which aversive control is necessary, unnecessary, and intrinsically tied to proper social development will be described. In addition, the development of functional control over responding will be argued as necessary to justify applying aversive control for severe problem behavior that does not respond to other forms of intervention.

FRIDAY  
2:30-3:50

**PART 2: Analyzing Drug Effects: An Introduction.** (Participants must register for BOTH parts—Part 1, Friday 10:00-11:20) TOM BYRNE, *Massachusetts College of Liberal Arts*, and Eric Denette, *Berkshire Family and Individual Resources*. SEE PART 1 FOR ABSTRACT.

FRIDAY  
2:30-3:50

**PART 2: Use of Behavioral Techniques to Address Personal Hygiene and Adolescent Puberty in Individuals with Disabilities.** (Participants must register for BOTH parts—Part 1, Friday 10:00-11:20) TIFFANY ESPOSITO, *Silva Orchanian*, and Kim Mayer, *Melmark New England*. SEE PART 1 FOR ABSTRACT.

FRIDAY  
2:30-3:50

**Preventing the Use of Restraints in Residential Programs: Strategies, Techniques, Cases, and Data.** ALLEN KARSINA, *New England Center for Children*

Earlier this year, Massachusetts joined other states in an initiative to refocus efforts to reduce the use of restraint and seclusion in public and private schools. Initial steps towards this initiative culminated in the Massachusetts Interagency Leadership Forum to Prevent the Use of Restraints in Residential Programs. Speakers at this forum included commissioners of government agencies and executive officers of private programs, and the message was clear: the use of restraint can be reduced safely, and best clinical practices demand that they be reduced. At least one facility reported a large degree of success using trauma-informed care, but noted that 8-10% of their students were involved in almost all of the restraints at their facility.

The purpose of this workshop is to examine several strategies and techniques used to safely reduce the use of restraint at a school for children with autism and developmental needs. The impact of regulations and policies will be reviewed, as will the impact of focusing clinical efforts on the “8-10%” of students involved in the majority of restraints. Techniques and data from several specific cases will be reviewed, and the obstacles to further success will be discussed.



### Annual Student Paper Competition 2010

**Students—now is the time to plan your research!** As part of our missions to recognize and promote research in behavior analysis conducted by students, the Berkshire Association for Behavior Analysis will be seeking submissions for the Third Annual BABAT Student Paper Competition in January, 2010. Now is the time to plan!

Graduate and undergraduate students who are not more than one calendar year past graduation at the time of the submission deadline are eligible. Papers should describe experimental research conducted by the student, involving applications of the experimental analysis of behavior to problems of social importance. The winning paper will be selected based on blind reviews by senior members of the BABAT Conference Planning Committee and additional selected experts in the field of behavior analysis, and will be delivered by the student at the conference. **Proposals must be received by June 7, 2010 to be considered.** An award of \$1000 will be presented at the BABAT Conference at the University of Massachusetts (Amherst) on Friday, October 15, 2010. (Winner must be present.)

**Direct all inquiries and submissions to:**

[dreed@melmarkne.org](mailto:dreed@melmarkne.org)

Derek D. Reed, Ph.D., BCBA

Chair, BABAT Student Relations Committee

Assistant Director of Clinical Services – Research, and Training

Melmark New England

461 River Road

Andover, MA 01810

**For complete information and proposal submission guidelines, visit our web site  
[WWW.BABAT.ORG](http://WWW.BABAT.ORG)**

# BABAT: October 15-16, 2009 CONFERENCE REGISTRATION



Name: \_\_\_\_\_  
 Affiliation: \_\_\_\_\_  
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 Telephone (8am-5pm EST): \_\_\_\_\_  
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## HOW TO REGISTER: Five Easy Steps

**Registration is simple... ONE: Workshop Registration.** Make your selection from the list below. Some workshops are two-part—you must register for both parts. **TWO: Conference Registration.** Select the appropriate conference fee (one day or two? Professional, student or parent?) **THREE: Consider our free membership offer.** This year BABAT is offering free membership to all conference attendees. Just check off the box and you'll be enrolled as a member automatically. **FOUR: Payment Method.** Complete payment information. **FIVE: Submit your registration.** Submit on-line, by mail, or fax.

**ONE: WORKSHOP REGISTRATION** Workshop fee: \$35.00 per workshop. Space is limited. Indicate workshop choices below with **check mark** to ensure seating at a workshop. You may also indicate **ALT** for an alternative in the event a selected workshop has been filled. Every effort will be made to permit you to attend first choices. Participants must register for the conference in order to attend workshops. Workshop fees are not included in conference registration. Workshop fee: \$35.00 per workshop. **CE credit fee: \$30.00** (If you would like to obtain CE credits for workshops or select symposia—**one fee includes ALL CE credits**)


THURSDAY, OCTOBER 15, 2009	FRIDAY, OCTOBER 16, 2009
<input type="checkbox"/> <b>THURSDAY 10:00-11:20.</b> APBA Professional Development Series: Clinical/Legal Issues. RICHARD M. FOXX, <i>Penn State University</i> (Limited to 25 participants)	<input type="checkbox"/> <b>FRIDAY 10:00-11:20.</b> APBA Professional Development Series: Resolving Ethical Dilemmas in Everyday Practice. SUZANNE LETSO, <i>Connecticut Center for Child Development</i>
<input type="checkbox"/> <b>THURSDAY 10:00-11:20.</b> Issues of Control and Counter-Control in Applied Behavior Analysis and Service Delivery. ALLEN KARSINA, <i>New England Center for Children</i> (This is PART 1. Must register for PART 2, Thursday 1:30-2:50)	<input type="checkbox"/> <b>FRIDAY 10:00-11:20.</b> Analyzing Drug Effects: An Introduction. TOM BYRNE, <i>Massachusetts College of Liberal Arts</i> , and ERIC DENETTE, <i>Berkshire Family and Individual Resources</i> (This is PART 1. Must register for PART 2, Friday 2:30-3:50)
<input type="checkbox"/> <b>THURSDAY 10:00-11:20.</b> Administering the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). JUDAH B. AXE, <i>Simmons College</i> (This is PART 1. Must register for PART 2, Thursday 1:30-2:50)	<input type="checkbox"/> <b>FRIDAY 10:00-11:20.</b> Use of Behavioral Techniques to Address Personal Hygiene and Adolescent Puberty in Individuals with Disabilities. TIFFANY ESPOSITO, SILVA ORCHANI, and KIM MAYER, <i>Melmark New England</i> (This is PART 1. Must register for PART 2, Friday 2:30-3:50)
<input type="checkbox"/> <b>THURSDAY 1:30-2:50.</b> Issues of Control and Counter-Control in Applied Behavior Analysis and Service Delivery. ALLEN KARSINA, <i>New England Center for Children</i> (This is PART 2. Must register for PART 1, Thursday 10:00-11:20)	<input type="checkbox"/> <b>FRIDAY 10:00-11:20.</b> Practical Money Management and Budgeting Skills for Teenagers and Young Adults with Autism. ELIZABETH MARTINEAU, <i>Nashoba Learning Group</i>
<input type="checkbox"/> <b>THURSDAY 1:30-2:50.</b> Administering the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). JUDAH B. AXE, <i>Simmons College</i> (This is PART 2. Must register for PART 1, Thursday 10:00-11:20)	<input type="checkbox"/> <b>FRIDAY 2:30-3:50.</b> APBA Professional Development Series: The Ethics of Aversive Control: From Research to Challenging Cases and Life Lessons. WILLIAM H. AHEARN, <i>New England Center for Children</i>
<input type="checkbox"/> <b>THURSDAY 3:00-4:20.</b> APBA Professional Development Series: Advocating for Public Policies to Support ABA Services. GINA GREEN, <i>San Diego State University</i>	<input type="checkbox"/> <b>FRIDAY 2:30-3:50.</b> Analyzing Drug Effects: An Introduction. TOM BYRNE, <i>Massachusetts College of Liberal Arts</i> , and ERIC DENETTE, <i>Berkshire Family and Individual Resources</i> (This is PART 2. Must register for PART 1, Friday 10:00-11:20)
<input type="checkbox"/> <b>THURSDAY 3:00-4:20.</b> Systems for Identifying and Improving Levels of Procedural Integrity in Running Behavior Programs and Interventions. SHAWN E. KENYON, <i>New England Center for Children</i>	<input type="checkbox"/> <b>FRIDAY 2:30-3:50.</b> Use of Behavioral Techniques to Address Personal Hygiene and Adolescent Puberty in Individuals with Disabilities. TIFFANY ESPOSITO, SILVA ORCHANI, and KIM MAYER, <i>Melmark New England</i> (This is PART 2. Must register for PART 1, Friday 10:00-11:20)
<input type="checkbox"/> <b>THURSDAY 3:00-4:20.</b> Toilet Training Children with Autism: An Effective Program for School Settings. MICHAEL A. COCCHIOLA, JR., <i>Capitol Region Education Council-Outreach Program, Windsor, CT</i>	<input type="checkbox"/> <b>FRIDAY 2:30-3:50.</b> Preventing the Use of Restraints in Residential Programs: Strategies, Techniques, Cases, and Data. ALLEN KARSINA, <i>New England Center for Children</i>

**TWO: FREE MEMBERSHIP OFFER.** This year, The Berkshire Association for Behavior Analysis and Therapy is pleased to offer free one-year membership to all conference attendees. Benefits include our electronic newsletter, members conference discount, professional advocacy, and more. Your free membership is good until September, 2010. After this, you will be offered regular membership. There is no obligation to continue membership.

- Yes, Please enroll me as a member. I understand that my membership expires September 1, 2010. We will use the address and e-mail provided.
- No, thank you. Do not enroll me as a member of BABAT.

**THREE: TOTAL YOUR REGISTRATION FEES.** Check your choice below. Price includes all symposia, addresses, and poster sessions. Workshop fees are in addition. Please see above. CE credit fee: \$30.00 (If you would like to obtain CE credits for workshops or select symposia—one fee includes ALL CE credits). Lunch is included.

**Select a registration option:** Options exist for one day or two, professionals, students, and parents. *Lunch is included with all registrations.*

Select a registration option: Options exist for one day or two, professionals, students, and parents. <i>Lunch is included with all registrations.</i>					<b>ADD YOUR FEES BELOW</b> 
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<b>Add CE fee:</b> Most symposia and addresses offer BACB CE credit. All workshops offer BACB and APA CE credit. One fee covers all. Add \$30.00 to process all CE's accumulated during the conference.					
<b>Add workshop fee:</b> Add \$35.00 for each workshop you register for.					
<b>YOUR TOTAL REGISTRATION FEE:</b>					

**FOUR: MAKE YOUR PAYMENT.** Registration cannot be processed without full payment by check, credit card, or a company purchase order.

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**FIVE: SUBMIT YOUR REGISTRATION—REGISTER BY SEPTEMBER 28, 2009.**

**REGISTER BY MAIL:** Mail payment and registration form (both pages) to University Conference Services, CS 10-26, 918 Murray D. Lincoln Campus Center, 1 Campus Center Way, University of Massachusetts, Amherst, MA 01003. Registration forms cannot be processed without full payment by check, credit card, or a company purchase order. Please make checks payable to UMASS Conference Services. For registration information call (413) 577-8102.

**REGISTER ON-LINE:** On-line registration available at [www.aux.umass.edu/conferenceservices/registration.php](http://www.aux.umass.edu/conferenceservices/registration.php).

**REGISTER BY FAX:** For credit card or purchase order payment, you may FAX your registration form (both pages) to (413) 577-8130.

**LATE REGISTRATION (AFTER 9/28/09) WILL BE ASSESSED AN ADDITIONAL \$40.00 LATE FEE.** Individuals registered on-site will also be charged a late fee. Cancellations received in writing by September 28, 2009 will receive a full refund, less a \$40.00 cancellation fee. No refunds will be honored after September 28, 2009. Checks returned for insufficient funds will be charged \$40.00. Upon receipt of your registration form, University Conferences Services will send confirmation via e-mail or to the address written on the form. For further information, call University Conference Services, Office of the Registrar, at (413) 577-8102.

**FOR HOTEL REGISTRATION:** Register on line at: <https://hotel.aux.umass.edu>. Or call (413) 577-8000. Request block #1728. Hotel rooms are expected to fill up very fast. Reserve your room quickly.

