

BABAT

Berkshire
Association for
Behavior Analysis
and Therapy

22nd Annual
Conference
October 11-12, 2001

University of
Massachusetts
at Amherst, MA

The Murray D. Lincoln
Campus Center



THE MAY INSTITUTE

One Commerce Way
Norwood, MA 02062

BABAT 2001 Conference Committee

James K. Luiselli, EdD, ABBP, Chair

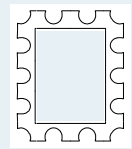
Joseph Ricciardi, PsyD, Chair

William Ahearn, PhD, BCBA, President-Elect

Richard Graff, MS, BCBA

Douglas Orne, PsyD

Craig Parlato, MS



*It's the
**BIGGEST BABAT EVER!
REGISTER NOW!***

**THIS E-BROCHURE CONTAINS ALL
THE INFORMATION YOU NEED TO
REGISTER. YOU CAN PRINT IT OUT,
DISTRIBUTE TO COLLEAGUES, OR
SEND BY E-MAIL.**

NOW Register on-line: www.aux.umass.edu/forms/conferenceservices/ucs_reg.htm

Distinguished Speakers

Brian Iwata, Ph.D

University of Florida

Edward Carr, Ph.D.

SUNY, Stony Brook

Lee Baer, Ph.D.

Harvard Medical School

Gina Green, Ph.D.

The Institute for Effective Education, San Diego

Symposia, Presentations, Workshops, and Posters

Autism Spectrum Disorders

Developmental Disabilities

Behavioral Pharmacology

Severe Behavior Disorders

School Consultation

Obsessive-Compulsive Disorder

AND MUCH MORE



THURSDAY, October 11, 2001

8:00-10:00 **Registration**

9:00-9:15 **Opening Remarks**
 William H. Ahearn, PhD, BCBA
 President-elect, BABAT
The New England Center for Children

9:15-10:15 **Opening Address**
State University of New York, Stony Brook

10:30-12:00 **SYMPOSIUM I: Recent Research on Preference/Reinforcer Assessment**
 Richard B. Graff, MS, BCBA, Chair
The New England Center for Children
 Brian A. Iwata, PhD, Discussant, *University of Florida*

- Using Brief Assessments to Track Changes in Stimulus Preference and Reinforcer Effectiveness Over Time
- Using Pictures to Assess Reinforcers in Individuals with Developmental Disabilities
- Evaluating the Efficacy of Brief Multiple Stimulus Preference Assessments

SYMPOSIUM II: The Science and Practice of Prevention in School Settings
 Marcie W. Handler, PhD, Chair, *The May Institute*
 Gary Stoner, PhD, Discussant
University of Massachusetts

- School-based Preventive Interventions to Enhance Prosocial Competence
- A Multiple Gating Approach to Teaching Early Literacy Skills to Prevent Reading Problems in Young Children
- The Early Literacy Skill Development of Kindergartners and First Graders at Risk for Disruptive Behavior Disorders

WORKSHOP A: Identifying and Teaching Developmentally Relevant Play Activities to Children with Autism Spectrum Disorder

WORKSHOP B: Ethical Issues in Applied Settings—Informed Consent and the Right to Treatment

12:00-1:00 **LUNCH (on your own)**

BABAT Board Meeting
 All BABAT Board members required to attend.

1:00-2:30 **SYMPOSIUM III: Initiating and Maintaining Positive Intervention Effects with Persons Who Have Developmental Disabilities and Severe Behavior Disorders**
 James K. Luiselli, EdD, ABPP, Chair, *The May Institute*

- Evaluation of an Antecedent Control Intervention for Aggressive Behavior in an Adolescent with Acquired Brain Injury
- Comparative Analysis of Seclusion Time-out and Protective Holding for Severe Assaultive Behavior
- Community-based Support for the Treatment of Challenging Behaviors Displayed by a Man with Multiple Psychiatric Disorders

MORE INFO?

MORE INFO?

1:00-2:30 **SYMPOSIUM IV: Recent Research in Behavioral Pharmacology**
 Thomas Byrne, PhD, Chair
Massachusetts College of Liberal Arts

- Understanding Impulsivity: Delay Discounting Investigations
- Using the Observing-response Procedure to Study Drug-associated Conditioned Reinforcement

1:00-2:30 **WORKSHOP C: Conducting Functional Behavior Assessments in Public School Settings**

WORKSHOP D: Increasing Spontaneous Requesting in Children with Autism in the Context of an Intensive ABA Program

2:30-3:30 **The B.F. Skinner Address: Structural versus Functional Characteristics of Behavior Disorders**
 Brian A. Iwata, PhD
University of Florida

3:30-5:30 **POSTER SESSION I: Increasing Positive Behaviors**

BABAT SOCIAL HOUR

MORE INFO?

MORE INFO?

FRIDAY, October 12, 2001

8:00-10:00 **Registration**

8:30-10:00 **WORKSHOP E: Computer-Mediated Activity Schedules for Children with Autism—Part I, Use in Teaching**

WORKSHOP F: Discrimination Training for Students with Developmental Disabilities—Part I, Terminology and Hierarchy of Discrimination Performances

9:00-10:00 **Clinical Practice Paper: Assessing and Treating Stereotypy in Children with Autism Spectrum Disorder**
 William H. Ahearn, PhD, BCBA
The New England Center for Children

POSTER SESSION II: System-wide Intervention

POSTER SESSION III: Issues in Assessment

10:00-10:45 **The Distinguished Clinical Scientist Lecture: Obsessive-Compulsive Behaviors and the Evolution of an Intervention Paradigm**
 Lee Baer, PhD
Harvard Medical School and Massachusetts General Hospital

11:00-12:30 **SYMPOSIUM V: Community-Based Programs: Developing Quality Applied Behavior Analysis Services During Initial Program Development**
 Stephen Luce, PhD, Chair
University of Chicago and Melmark, Inc.
 Phillip Leventusky, PhD, ABPP
Harvard Medical School and McLean Hospital

- Developing Behaviorally Based Interdisciplinary Teams: Application with Community-Based Program Development
- Improvement Programs: The Application of Continuous Quality Improvement Practices During Initial Program Development
- Developing Quality Services During Initial Program Development--The Use of Performance-Based Training Systems

MORE INFO?

MORE INFO?

WORKSHOPS

Thursday
10:30-12:00

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WORKSHOP A: Identifying and Teaching Developmentally Relevant Play Activities to Children with PDD

Karen Lifter, PhD, Northeastern University

Developmentally relevant play skills are often lacking in children with autism. The lack of play skills interferes with socialization and may promote the development of odd or stereotypic behavior. This workshop will review this research and teach participants how to identify and teach important play skills to children with autism.

Thursday
10:30-12:00

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WORKSHOP B: Ethical Issues in Applied Settings—Informed Consent and the Right to Treatment

Allen Karsina, MS, BCBA, and John Molteni, PhD, The New England Center for Children

Participants will learn the general guidelines of ethical behavior endorsed by the APA and outlined in the Task List for the BCBA exam. Common ethical practices and conflicts will be reviewed with an emphasis on Informed Consent and the Right to Treatment. Practical applications, exercises, group problem-solving and discussion will be encouraged.

Thursday
1:00-2:30

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WORKSHOP C: Conducting Functional Behavior Assessments in Public School Settings

Robert Putnam, PhD, and Colleen Oleary-Zonarich, MS, The May Institute, Inc.

Functional behavior assessments are now required for students with disciplinary problems, in public schools. This workshop will teach participants the rationale and critical components of functional behavior assessments and how the FBA is used when developing a behavior support plan.

Thursday
1:00-2:30

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WORKSHOP D: Increasing Spontaneous Requesting in Children with Autism in the Context of an Intensive ABA Program

Kathleen Dyer, PhD, BCBA, and Erica Roest, MA, BCBA, The River Street Autism Program, Capital Region Education Council

This workshop is designed to teach participants strategies to increase spontaneous requesting in the context of intensive ABA programming for children with autism. Participants will learn how to use developmental norms when selecting appropriate targets for requesting will be discussed, as well as how to systematically move the child from requesting at a prelinguistic stage to requesting with simple sentences, empirically based strategies to increase child directed requesting, and strategies to increase fluency of requesting.

Friday
8:30-10:00

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WORKSHOP E: Computer-Mediated Activity Schedules for Children with Autism—Part I, Use in Teaching

Robert Stromer, PhD, UMASS Medical School and The Shriver Center, and Elisabeth M. Kinney, BA, BEACON Services, Inc.

*Activity scheduling procedures can increase the independent, play, social, communication, and academic skills of children with autism. To supplement such methods, we use computer activity schedules prepared in PowerPoint. Computerized schedules incorporate (a) photographs and video clips to cue play activities, (b) vocal models and textual cues for commenting and asking questions, and (e) timers for open-ended activities. In **Part 2** learn how to prepare an activity schedule in PowerPoint.*

Friday
8:30-10:00

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WORKSHOP F: Discrimination Training for Students with Developmental Disabilities—Part I, Terminology and Hierarchy of Discrimination Performances

*Discrimination training is an under appreciated, but essential aspect of learning. In this workshop, participants will learn this concept, the various training terminology, theory, and how to apply a hierarchy of discrimination performances to enhance student learning. A **Part 2** of this workshop is also available—see below.*

Friday
11:00-12:30

GO
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WORKSHOP G: Computer-Mediated Activity Schedules for Children with Autism—Part 2, Preparing Schedules Using MS Power Point

Robert Stromer, PhD, UMASS Medical School and The Shriver Center, and Elisabeth M. Kinney, BA, BEACON Services, Inc.

*Activity scheduling procedures can increase the independent, play, social, communication, and academic skills of children with autism. To supplement such methods, we use computer activity schedules prepared in PowerPoint. This second of two parts (see **Part 1**, above) will show participants how to create the schedules using MS PowerPoint.*

Friday
11:00-12:30

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WORKSHOP H: Ethical Issues in Applied Settings—Punishment and Restraint

John Molteni, PhD, and Allen Karsina, MS, BCBA, The New England Center for Children

Participants will learn the general guidelines of ethical behavior endorsed by the APA and outlined in the Task List for the BCBA exam. Common ethical practices and conflicts will be reviewed as they pertain to punishment and restraint, as well as the position of various licensing and advocacy agencies on these issues. Various ethical considerations pertaining to punishment and the use of restraint will be explored.

Friday
11:00-12:30

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WORKSHOP I: Discrimination Training for Students with Developmental Disabilities—Part II Implementation of Training Procedures

*Discrimination training is an under appreciated, but essential aspect of learning. In this workshop, participants will learn to apply the concepts of discrimination training in match-to-sample and errorless teaching procedures. Those unfamiliar with the theory and terminology of discrimination training should also take **Part I** of this workshop (see above).*

CONTINUING EDUCATION

All education programs or activities of the sponsoring organization are in accordance with applicable provisions of federal law regarding nondiscriminatory practices and ADA compliance.

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.

BOARD CERTIFIED BEHAVIOR ANALYSTS: Continuing education credit is available through sponsorship by NYSABA, a sponsor of Behavior Analyst Certification Board continuing education programs.

REGISTRATION INSTRUCTIONS: Because space is limited, early registrants are most likely to be assigned preferred workshops. To register, return the enclosed form with full payment by September 28, 2001, and indicate 1st, 2nd, 3rd workshop choices, as applicable. Every effort will be made to permit you to attend your first choices. Participants must register for the conference in order to attend workshops. **Workshop fees are not included in conference registration.** Refund policies are explained on the registration form.

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