



**BERKSHIRE ASSOCIATION FOR
BEHAVIOR ANALYSIS & THERAPY**

An affiliate chapter of The Association for Applied Behavior Analysis International

26th

ANNUAL CONFERENCE

UNIVERSITY OF MASSACHUSETTS • AMHERST, MA
OCTOBER 13TH & 14TH, 2005

INVITED SPEAKERS

- Brian A. Iwata, *University of Florida*
Patrick C. Friman, *Girls and Boys Town & University of Nebraska
Medical School*
Jack Michael, *Western Michigan University*
Douglas W. Woods, *University of Wisconsin-Milwaukee*
Murray D. Sidman, *Sarasota, Florida*
Robert Horner, *University of Oregon*
Dorothea C. Lerman, *University of Houston-Clear Lake*
Richard J. McNally, *Harvard University*
M. Jackson Marr, *Georgia Institute of Technology*
Gina Green, *San Diego State University & University of North Texas*

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Joseph N. Ricciardi, PsyD, ABPP, BCBA
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THURSDAY OCTOBER 13, 2005

8:00-10:00	Registration in the lower lobby
8:50-9:00	Opening remarks-Welcome to the 26th Annual BABAT Conference
9:00-9:50	Invited Opening Address: Brian A. Iwata, <i>University of Florida</i>
9:00-5:00	Program Expo - Exhibits from various agencies, open daily
10:00-10:50	Invited Address: Behavioral Pediatrics in Primary Care: A Potential Growth Area for Behavior Analysis. Patrick C. Friman, <i>Girls and Boys Town</i> and <i>University of Nebraska Medical School</i>
10:00-11:30	<p>SYMPOSIUM: Functional Analysis in Educational and Community Settings. John V. Stokes (Chair), <i>Melmark New England</i></p> <p>Discussant: Brian A. Iwata, <i>University of Florida</i></p> <ul style="list-style-type: none"> • A Comparison of Functional Analysis in Experimental vs. Applied Settings for a Child with Autism. John V. Stokes, Lisa Dunn, and Frank Bird, <i>Melmark New England</i> • Functional Assessment and Analysis of Bolting Behavior in a Preschool Setting: Analyzing Topography of Attention Maintained Problem Behavior. Elisa Cooke and Susan Ainsleigh, <i>Simmons College</i> • Functional Assessment in the Public School Classroom: Methods for Selecting Effective Treatment for Compliance to Academic Instruction. Kirs Van Herp and Susan Ainsleigh, <i>Simmons College</i>
	<p>SYMPOSIUM: Stimulus Control Research at The New England Center for Children. Caio Miguel (Chair), <i>The New England Center for Children</i></p> <p>Discussant: Murray Sidman, <i>Sarasota, Florida</i></p> <ul style="list-style-type: none"> • Using Compound Auditory-Visual Samples to Increase Learning Efficiency within Matching-to-Sample Trials. Nicole C. Groskreutz, Allen J. Karsina, Caio Miguel, & Mark P. Groskreutz, <i>The New England Center for Children</i> • Teaching Auditory-Visual Matching-to-Sample: A Comparison between Point Prompt Delay and No Delay for Point Prompt Procedures. Meca Andrade, Paula Braga-Kenyon, Nicole Groskreutz, Caio Miguel, Erin McDermott, and Shannon Trimmer, <i>The New England Center for Children</i> • Inclusion of Defined Responses in Equivalence Relations: A Systematic Replication of Manabe, Kawashima, and Staddon (1995). Paula Braga-Kenyon, Meca Andrade, William H. Ahearn, <i>The New England Center for Children</i>, and Murray Sidman, <i>Sarasota, Florida</i> • An Attempt to Establish Auditory-Visual Conditional Discrimination in Children with Autism. Atli F. Magnusson, Nicole Groskreutz, and Caio Miguel, <i>The New England Center for Children</i>
	<p>SYMPOSIUM: Increasing Fluent Responding in Children with Developmental Disabilities and Their Staff. Brian Doyle (Chair), <i>Horace Mann Educational Associates</i></p> <ul style="list-style-type: none"> • Increasing Sight Word and Reading Fluency through Audio Taped Recordings. Kara Muirhead and Michele Mayer, <i>Horace Mann Educational Associates</i> • Increasing Oral Reading Fluency through Video Modeling and Sight Word Training. Robyn Stewart, Nashoba Learning Group and Brian Doyle, <i>Horace Mann Educational Associates</i> • Increasing Staff Fluency and Endurance within an Instructional Session. Stacey Considine, Kara Muirhead, and Stefanie Salome, <i>Horace Mann Educational Associates</i>
11:45-12:30	Join us for lunch, sponsored by BABAT
12:30-1:20	Post-Lunch Address: Motivation in Terms of Establishing or Motivating Operations. Jack Michael, <i>Western Michigan University</i>
1:30-2:20	Invited Address: Using Behavior Therapy to Manage Tic Disorders in Children. Douglas W. Woods, <i>University of Wisconsin-Milwaukee</i>
1:30-2:50	<p>SYMPOSIUM: Positive Behavior Support (PBS) and Applied Behavior Analysis (ABA): Discontent or Reconciliation? James K. Luiselli (Chair), <i>The May Institute</i></p> <ul style="list-style-type: none"> • Overview of the PBS/ABA Controversy. James K. Luiselli, <i>The May Institute</i> • Applications of PBS in Whole-School Discipline Management. Robert F. Putnam, <i>The May Institute</i> • Effects of PBS on Student Academic Achievement. Adam B. Feinberg, <i>The May Institute</i>
	<p>SYMPOSIUM: Empirical and Theoretical Approaches to Verbal Behavior. William H. Ahearn (Chair), <i>The New England Center for Children</i></p> <ul style="list-style-type: none"> • A Procedure for Measuring Intraverbal Response Strength. David C. Palmer, <i>Smith College</i> • An Intentional Interpretive Perspective. Paul Neuman, <i>Bryn Mawr College</i> • A Behavior Analytic View of Critical Thinking. Thomas Byrne, <i>MCLA</i>


3:00-4:30	<p>SYMPOSIUM: Recent Advances in Preference and Reinforcement Procedures. Richard B. Graff (Chair), <i>The New England Center for Children</i></p> <ul style="list-style-type: none"> • The Effects of Intermittent Access to Stimuli on Pictorial Preference Assessment Outcomes. Mark P. Groskreutz, <i>The New England Center for Children</i> • A Comparison of Duration and Selection Based Procedures for Assessing Preference. Jody Steinhilber and Cammarie Johnson, <i>The New England Center for Children</i> • The Impact of High & Low Preference Stimuli on Relevant Vocational & Academic Performance of Youth with Severe Disabilities. Richard B. Graff, <i>The New England Center for Children</i>, Lenwood Gibson, <i>River St. School</i>, and G. Tracey Galiatsatos, <i>The New England Center for Children</i>
	<p>SYMPOSIUM: Using Analytic Methods to Evaluate Claims of Efficacy for Unproven Interventions for Problem Behavior. Joseph N. Ricciardi (Chair), <i>National Autism Center</i> and <i>The May Institute</i></p> <p>Discussant: Gina Green, <i>San Diego State University</i> and <i>University of North Texas</i></p> <ul style="list-style-type: none"> • An Evaluation of a Prescribed Sensory-Based Intervention During Functional Analysis Protocol: SI Found to Function as Reinforcement. Joseph N. Ricciardi, <i>National Autism Center</i> and <i>The May Institute</i> • Using Therapy Balls to Increase Seating and Engagement in Children with Autism: A Failure to Replicate. Amy Slyman and Jane I. Carlson, <i>The May Institute</i> • Testing the Therapeutic Effect of Sensory Stimulation Based Interventions: A Review of Six Single-Case Experiments. Shannon Kay, <i>The May Institute</i>
	<p>SYMPOSIUM: Further Refinements in the Measurement and Treatment of Problem Behavior. Eileen M. Roscoe (Chair), <i>The New England Center for Children</i></p> <p>Discussant: Dorothea C. Lerman, <i>University of Houston-Clear Lake</i></p> <ul style="list-style-type: none"> • A Comparison of Momentary Time Sampling and Partial Interval Recording Measurement Methods. Maeve G. Meany, Eileen M. Roscoe, and William H. Ahearn, <i>The New England Center for Autism</i> • Selective Effects of Noncontingent Access to Arbitrary Reinforcers for Problem and Academic Behavior. Elizabeth Christensen and Jason Bourret, <i>The New England Center for Children</i> • Differential Reinforcement of Alternative Behavior with and without Demand Fading for Escape-Maintained Problem Behavior. Griffin W. Rooker, Eileen M. Roscoe, Nicole Groskreutz, and Diana Ervin, <i>The New England Center for Children</i>
4:30-5:30	<p>First Annual Murray D. Sidman Award for Enduring Contribution to Applied Behavior Analysis Presented to Murray D. Sidman, <i>Sarasota Florida</i>. Dr. Sidman's address is titled "The Analysis of Behavior: What's in it for Us?"</p>
5:45-7:00	Poster Session Extravaganza - Refreshments sponsored by BABAT

8:00-10:00	Registration in the lower lobby
9:00-9:50	<p>Invited Opening Address: School-Wide Positive Behavior Support: Lessons on Taking Applied Behavior Analysis to Scale. Robert Horner, <i>University of Oregon</i></p>
9:00-4:00	Program Expo - Exhibits from various agencies, open daily
10:00-10:50	<p>Invited Presentation: The Role of Reinforcement Magnitude in the Acquisition, Maintenance, and Reduction of Behavior in Children with Developmental Disabilities. Dorothea C. Lerman, <i>University of Houston-Clear Lake</i></p>
10:00-11:30	<p>SYMPOSIUM: Behavioral Systems Approaches to Improve Staff Performance in Human Services Organizations. James K. Luiselli (Chair), <i>The May Institute</i></p> <ul style="list-style-type: none"> • Effects of an Administrative Supervision Protocol on Staff Completion of Behavior Support Plans. Meredith L. Cochran, Sara A. Huber, and James K. Luiselli, <i>The May Institute</i> • Staff Training in Applied Behavior Analysis: Improving Knowledge Competencies of Developmental Disabilities Service Providers. CarrieAnne St. Amand and James K. Luiselli, <i>The May Institute</i> • Clinical Peer Review: Description of a Model in Behavioral Healthcare. James K. Luiselli, <i>The May Institute</i>

<p>10:00-11:30 <i>Continued</i></p>	<p>SYMPOSIUM: Improving Acquisition, Accuracy, and Retention of Physical Crisis Intervention Techniques in a Human Services Agency. Robert Shapiro (Chair), <i>Horace Mann Educational Associates</i></p> <ul style="list-style-type: none"> • Using Simultaneous Visual Prompts to Enhance Accuracy in Implementation of Physical Crisis Management Techniques. Robert Shapiro, <i>Horace Mann Educational Associates</i> • Training Staff in Restraint: A Closer Look at the Accuracy and Latency of Response. Lori Piniarski, <i>Horace Mann Educational Associates</i> • Improving Retention Rates of Physical Crisis Intervention Strategies through the Use of Video Self-Modeling. Susan O'Shea and Robert Shapiro, <i>Horace Mann Educational Associates</i>
	<p>PANEL DISCUSSION: Transitioning to Adulthood: Everything You Need to Know (But Were Afraid to Ask) About Turning 22. G. Tracey Galiatsatos, <i>The New England Center for Children</i></p> <p>Panel Discussants: Karen Alitz-Polga, <i>The New England Center for Children</i> Beth Donovan, <i>Massachusetts Department of Mental Retardation</i> James M. Sperry, <i>The May Institute</i> Richard Martin, <i>The New England Center for Children</i></p>
<p>11:45-12:30</p>	<p>Join us for lunch, sponsored by BABAT</p>
<p>12:30-1:20</p>	<p>Post-Lunch Address: Recovering Memories of Sexual Abuse, Past Lives, and Space Alien Abduction: An Experimental Analysis. Richard J. McNally, <i>Harvard University</i></p>
<p>1:30-2:20</p>	<p>Invited Presentation: Dimension in Action and the Problem of Behavioral Units. M. Jackson Marr, <i>Georgia Institute of Technology</i></p>
<p>1:30-2:50</p>	<p>SYMPOSIUM: Translational Research: Behavioral Momentum, Self-Control, and Conditioned Reinforcement. William H. Ahearn (Chair), <i>The New England Center for Children</i></p> <ul style="list-style-type: none"> • Resistance to Distraction During the Performance of Academic Tasks. Diana Ervin, Carrie M. Neal, William H. Ahearn, <i>The New England Center for Children</i>, and William V. Dube, <i>University of Massachusetts</i> • Selective Effects of Noncontingent Access to Arbitrary Reinforcers on Problem and Academic Behavior. Jacquelyn MacDonald, Eileen M. Roscoe, William H. Ahearn, <i>The New England Center for Children</i>, and William V. Dube, <i>University of Massachusetts</i> • Self-Control Training for Escape Maintained Self-Injurious Behavior. Atli Magnusson, Brittany Wolfson, Katie Allen, Jason Bourret, and William H. Ahearn, <i>The New England Center for Children</i> • An Assessment of the Reinforcing Efficacy of Tokens. Stacie Fitch, Jason Bourret, and Tracey Paradise, <i>The New England Center for Children</i>
	<p>CASE PRESENTATION SERIES: Functional Analysis and Assessment of Challenging Behavior in Classroom Settings. Helena Maguire (Chair), <i>Melmark New England</i></p> <ul style="list-style-type: none"> • Treatment of Tantrum Behavior in an 11-year Old Boy with Autism. Stacey B. Williams, John Demanche, and John V. Stokes, <i>Melmark New England</i> • Reducing Challenging Behavior in a Young Girl with Autism. Marijke Callahan, Melmark New England and Michael Conrad, <i>Birch Tree Center for Children</i> • Reducing Challenging Behavior in a Young Girl with Autism. Lisa Dunn, John V. Stokes, and Frank Bird, <i>Melmark New England</i> • Decreasing Challenging Behavior in a 13-year Old Youth While Increasing Adaptive Behaviors. Silva Orchainian, <i>Melmark New England</i> and Michael Conrad, <i>Birch Tree Center for Children</i>
	<p>PANEL DISCUSSION: Fad/Controversial Treatments in Autism. Richard B. Graff (Chair), <i>The New England Center for Children</i></p> <p>Panel Discussants: Stuart Vyse, <i>Connecticut College</i> William H. Ahearn, <i>The New England Center for Children</i> James Mulick, <i>Ohio State University</i> Gina Green, <i>San Diego State University</i> and <i>University of North Texas.</i></p>
<p>3:00-4:00</p>	<p>Invited Closing Address: Combating Pseudoscience: Facilitated Communication & Other Lessons. Gina Green, <i>San Diego State University</i> and <i>University of North Texas.</i></p>

Description of Workshops throughout both days located on other side.

WORKSHOPS • Thursday, October 13, 2005

10:00-11:30	A	<p>Use of Empirically Supported Strategies in the Consultation Process: A Behavior Analytic Approach. Florence D. DiGennaro (<i>Syracuse University</i>), Mary E. McDonald (<i>The Genesis School</i>) & Catherine E. Falleo (<i>Personal Touch Home Care Inc.</i>)</p> <p>The purpose of the workshop is to teach participants research-based behavior analytic strategies that will improve the consultative relationship. Empirically-supported strategies for promoting consultee skill development and long-term intervention plan implementation will be presented.</p>
	B	<p>Using Video Modeling to Teach Play to Young Children with Autism (Part 1 of 2). Shelly Cota, June Sanchez, Rebecca MacDonald, & Sally Roberts (<i>The New England Center for Children</i>)</p> <p>This workshop focuses on the use of video modeling as a technique for establishing play skills in children with autism. The first part will primarily focus on reviewing the research literature and the specific procedures that have proven successful.</p>
1:30-3:00	C	<p>Using Video Modeling to Teach Play to Young Children with Autism (Part 2 of 2). Shelly Cota, June Sanchez, Rebecca MacDonald, & Sally Roberts (<i>The New England Center for Children</i>)</p> <p>This workshop focuses on the use of video modeling as a technique for establishing play skills in children with autism. The second part can be attended only by those who attended part 1 and primarily focuses on procedures for teaching pretend play with a peer.</p>
	D	<div style="display: flex; align-items: center;">  <div> <p>BACB Examination Preparation Under the Third Edition Task List. Michael Weinberg (<i>Southbury Training School</i>) & Stephen Eversole (<i>Behavior Development Solutions</i>)</p> <p>The purpose of the workshop is to prepare prospective BCBAs and BCABAs for taking the certification examination offered by the Behavior Analyst Certification Board. The presentation will focus of the third edition task list (available online at www.bacb.org).</p> </div> </div>
3:00-4:30	E	<p>Introduction to Standard Celeration Charting. Brian Liu-Constant (<i>Melmark New England</i>).</p> <p>This workshop focuses on teaching participants to read and chart performance frequencies on Standard Celeration Charts. Participants will instruction on charting conventions, labeling reference frequencies, labeling reference angles, and using frequency finders.</p>
	F	<p>Enhancing Knowledge of ABA Concepts Through On-line Digital Video Tutorials. Paul Luyben (<i>State University of New York College at Cortland</i>)</p> <p>This workshop will demonstrate an on-line digital video-based tutorial and present preliminary data comparing the effectiveness of digital video to traditional text-based instruction. Attendees will also participate in analyses of video clips and sequence objective questions given a novel video clip.</p>

WORKSHOPS • Friday October 14, 2005

10:00-11:30	G	<p>Strategies to Promote Social Interactions in Children with Autism. Sharon Reeve (<i>Caldwell College</i>) & Mary E. McDonald (<i>The Genesis School</i>)</p> <p>The purpose of the workshop is to present successful strategies for improving social interactions between children with autism and their peers. Strategies to be discussed will include behavioral rehearsal, role-playing, video modeling video rehearsal and social stories.</p>
	H	<p>Teaching Behavior Chains to Children with Autism Using Task Analysis: Research to Practice (Part 1 of 2). Julie Weiss, Stacie Fitch, & Sorrel Dolan (<i>The New England Center for Children</i>)</p> <p>This workshop will describe effective procedures for teaching behavior chains through task analysis and address concerns for using the procedures best suited to each child's learning style. The first part of this workshop will focus on a review of the literature for task analysis, prompting procedures, and chaining techniques.</p>
	I	<p>An Introduction to Skinner's Analysis of Verbal Behavior (Part 1 of 2). Caio Miguel (<i>The New England Center for Children</i>)</p> <p>The purpose of the workshop is to review Skinner's functional account of language while focusing on aspects of this analysis that may inform effective means of teaching verbal behavior. The first part of this workshop will review the behavior analytic model of language development with an emphasis on both selection-based and topography-based verbal behavior.</p>
1:30-3:00	J	<p>Teaching Behavior Chains to Children with Autism Using Task Analysis: Research to Practice (Part 2 of 2). Julie Weiss, Stacie Fitch, & Sorrel Dolan (<i>The New England Center for Children</i>)</p> <p>This workshop will describe effective procedures for teaching behavior chains through task analysis and address concerns for using the procedures best suited to each child's learning style. The second part of this workshop will provide an overview of methods for teaching behavior chains using forward chaining, backward chaining, and total task procedures</p>
	K	<p>An Introduction to Skinner's Analysis of Verbal Behavior (Part 2 of 2). Caio Miguel (<i>The New England Center for Children</i>)</p> <p>The purpose of the workshop is to review Skinner's functional account of language while focusing on aspects of this analysis that may inform effective means of teaching verbal behavior. The second part of this workshop will focus on implications of Skinner's analysis for teaching language to individuals with disabilities.</p>

FREE CONTINUING EDUCATION CREDITS

There are no fees for continuing education credits for attending conference presentations. Some conference presentations will be approved for CE credits for Board Certified Behavior Analysts. See conference program for details. Continuing education credits have been approved for ALL workshops. Workshop continuing education credits are available at no additional fees.

All continuing education programs or activities of the sponsoring agency are in accordance with Federal law regarding nondiscriminatory practices and ADA compliance.

PSYCHOLOGISTS: Continuing education credits are available for psychologists. This program is co-sponsored by The May Institute and the Berkshire Association for Behavior Analysis and Therapy. The May Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. The May Institute maintains responsibility for the program.

BOARD CERTIFIED BEHAVIOR ANALYSTS: Continuing education credits are available for Board Certified Behavior Analysts. The Berkshire Association for Behavior Analysis and Therapy is approved by the Behavior Analyst Certification Board to sponsor continuing education for Board Certified Behavior Analysts.

CONFERENCE AND WORKSHOP REGISTRATION

BABAT: The 26th Annual Conference - October 13-14, 2005

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WORKSHOP REGISTRATION: Workshop fee: \$30.00 per workshop. Space is limited. Please rank order your choices below (1st, 2nd, 3rd choice) to ensure seating at workshop. 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. Workshop fee: \$30.00 per workshop.

BCBA and APA CE CREDITS AVAILABLE AT NO ADDITIONAL COST

<input type="checkbox"/> A Empirically Supported Consultation; 10/13, 10:00-11:30	<input type="checkbox"/> B Video Modeling to Teach Play, Part 1; 10/13, 10:00-11:30	<input type="checkbox"/> C BACB Exam Preparation, 3rd Ed. Task List - NO CHARGE ; 10/13, 1:30-3:00	<input type="checkbox"/> D Video Modeling to Teach Play, Part 2; 10/13, 1:30-3:00
<input type="checkbox"/> E Strategies to Promote Social Interaction; 10/13, 3:00-4:30	<input type="checkbox"/> F Introduction to Standard Celeration Charting; 10/13, 3:00-4:30	<input type="checkbox"/> G ABA Concepts through Online Video Tutorials; 10/14, 10:00-11:30	<input type="checkbox"/> H Teaching Behavior Chains using Task Analysis, Part 1; 10/14, 10:00-11:30
<input type="checkbox"/> I Skinner's Analysis of Verbal Behavior: Part 1; 10/14, 10:00-11:30	<input type="checkbox"/> J Teaching Behavior Chains using Task Analysis, Part 2; 10/14, 1:30-3:00	<input type="checkbox"/> K Skinner's Analysis of Verbal Behavior: Part 2; 10/14, 1:30-3:00	

CONFERENCE REGISTRATION: Please check your choice below. Price includes all symposia, addresses, and poster sessions. Workshop fees are in addition. Please see the above.

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<input type="checkbox"/> \$160.00	<input type="checkbox"/> \$90.00 Circle One: THURSDAY FRIDAY	<input type="checkbox"/> \$90.00 (Good for both days)	
Will you be joining us for lunch? Yes <input type="checkbox"/> No <input type="checkbox"/>	Will you be joining us for lunch? Yes <input type="checkbox"/> No <input type="checkbox"/>	Will you be joining us for lunch? Yes <input type="checkbox"/> No <input type="checkbox"/>	
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Please return this form with full payment by September 29, 2005.

Mail payment and registration to: **UNIVERSITY CONFERENCE SERVICES - CS 06-56, 918 Murray D. Lincoln Campus Center, 1 Campus Center Way, University of Massachusetts, Amherst, MA 01003.**

For registration on-line: go to www.aux.umass.edu/forms/conferenceservices/ucs_reg.htm

Late registration (after 9/29/05) will be assessed an additional \$35.00 late fee. Individuals registered on-site will also be charged a late fee. Cancellations received in writing by October 6, 2005 will receive a full refund, less a \$35.00 CANCELLATION FEE. No refunds will be honored after October 6, 2005. Checks returned for insufficient funds will be charged \$35.00.

Upon receipt of your registration form, University Conference 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) 545-0172.

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