



The 2018 Annual Conference  
December 6th & 7th, 2018



Metro Toronto Convention Centre  
Rooms 205 and 206  
North Building  
255 Front Street West  
Toronto, Ontario, M5V 2W6

Accommodations:

The Intercontinental Toronto Centre Hotel  
255 Front Street West, Toronto ON, M5V 2X3  
Conference Courtesy Rate: \$255.00/night

Bookings and hotel information can be accessed by clicking on the following link:  
(<https://book.passkey.com/go/ONTABA2018>).

\*The \$255.00 rate applies to standard room type only. Rates and rooms are based on availability



## Conference 2018 – DRAFT Schedule

\*Schedule subject to change\*



| Thursday December 6 <sup>th</sup> , 2018 |  | Friday December 7 <sup>th</sup> , 2018 |   |
|--|--|--|---|
| 7:30 – 9:00                              | Registration (coffee & tea)                              | 8:00 – 9:00                            | Registration (coffee & tea)                           |
| 9:00 – 9:15                              | Opening Address  | 9:00 – 9:15                            | Opening Address                                       |
| 9:15 – 10:30                             | Invited Speaker:<br><b>Dr. Kazemi #1 (1.5 CEU)</b>       | 9:15 – 10:30                           | Invited Speaker:<br><b>Dr. Najdowski #2 (1.5 CEU)</b> |
| 10:30 – 10:45                            | Break  | 10:30 – 10:45                          | Break   |
| 10:45 – 11:45                            | Concurrent Sessions #1                                   | 10:45 – 12:00                          | Invited Speaker:<br><b>Dr. Koudys #2 (1.5 CEU)</b>    |
| 11:45 – 12:45                            | Concurrent Sessions #2                                   | 12:00 – 1:00                           | Lunch (off site)                                      |
| 12:45 – 1:45                             | Lunch (off site)   | 1:00 – 1:30                            | Awards Ceremony                                       |
| 1:45 – 2:15                              | Ignite! Session  | 1:30 – 2:30                            | Concurrent Sessions #3                                |
| 2:15 – 3:30                              | Invited Speaker:<br><b>Dr. Najdowski #1 (1.5 CEU)</b>    | 2:30 – 3:30                            | Concurrent Sessions #4                                |
| 3:30 – 3:45                              | Break  | 3:30 – 3:45                            | Break   |
| 3:45 – 5:00                              | Invited Speaker<br><b>Dr. Koudys #1 (1.5 CEU)</b>        | 3:45 – 5:00                            | Invited Speaker:<br><b>Dr. Kazemi #2 (1.5 CEU)</b>    |
| 5:15 – 6:30                              | Poster Session (Wine and Cheese Reception - Rm 205 abcd) | 5:00 – 5:15                            | Closing Remarks                                       |
| 6:30 – 6:45                              | Break  |  |   |
| 6:45 – 8:15                              | AGM (206abcdef)  |  |   |
| 8:15 – Midnight                          | Behaviour Social   |  |   |
|  | *water stations are available in each room               |  | *water stations are available in each room            |

## **Invited Speakers:**

### **Dr. Ellie Kazemi**

#### **Presentation #1: *Steps for Dishing out Difficult Feedback (1.5 SUPERVISION CEUs)***

**Abstract:** Although supervision is extremely important for provision of high quality and effective services, specialized training for it lags way behind. For example, a supervisor's primary means of improving their supervisee's skills is through ongoing performance evaluation and feedback. However, most supervisors report that they feel uncomfortable giving corrective feedback. In this talk, I will share results from a recent study I conducted on giving performance feedback and provide practical tips for giving tough feedback.

#### **Presentation #2: *The Power of Why (1.5 CEUs)***

**Abstract:** Although the profession of Applied Behavior Analysis is young, we have already accomplished so much together in such a short period of time. The growth of behavior analysis has been remarkable. Now, it is time for us to take a step back, think of what has made us successful thus far, and consider the power of why we have grown exponentially, so that we can extend our reach.

### **Dr. Adel Najdowski**

#### **Presentation #1: *Flexible and Focused! Improving Executive Skills in Individuals with Autism (1.5 CEUs)***

**Abstract:** Executive function skills include responses required for goal-directed behavior such as working memory, task initiation, sustained attention, inhibition, planning, time management, organization, problem solving, flexibility, and emotional self-regulation. This presentation will describe red flags of executive dysfunction and provide strategies for teaching executive skills to children with autism.

#### **Presentation #2: *Recent Research and Strategies for Teaching Perspective-Taking Skills to Individuals with Autism (1.5 CEUs)***

**Abstract:** A skill area that is central to socialization and that has received a great deal of attention as being a common deficit in individuals with autism is perspective taking (sometimes referred to as Theory of Mind; Baron-Cohen, Leslie, & Frith, 1985). Nevertheless, a paucity of research that evaluates treatments to remediate such deficits exists. This presentation will describe recent research that focuses on teaching perspective-taking skills to individuals with autism. Specific treatment targets and strategies as well as video demonstrations of teaching techniques will be presented for concepts such as sensory perspective taking, knowing, beliefs, and deception.

## **Dr. Julie Koudys**

### ***Presentation #1: Putting the ABA in AAC Systems: Creating Effective Augmentative Alternative Communication Systems for Individuals with Intellectual Disability (1.5 CEUs)***

**Abstract:** There has been a proliferation of augmentative alternative communication (AAC) systems, particularly tablet-based speech generating (SGD) devices, in recent years. These systems offer exciting opportunities to create socially acceptable modalities of communication (i.e., using an ipad) which are increasingly affordable, and provide several benefits in terms of increased efficiency and vocabulary expansion. Although research evidence supports the use of AAC systems with individuals with intellectual disabilities, the most effective ways to develop, teach, and maintain these systems overtime (and who should be involved in these processes) remains in question. For this reason, attempts have been made to define evidence-based approaches to AAC intervention (e.g., “integration of best and current research evidence with clinical/educational expertise and relevant stakeholder perspectives, in order to facilitate decisions about assessment and intervention that are deemed effective and efficient for a given direct stakeholder”; Schlosser, 2004). Further, there is an increasing number of research reviews which attempt to identify the most effective instructional approaches. Perhaps not surprisingly, the approaches with the most support are drawn from ABA, including discrete trial training, milieu teaching and functional communication training (Rispoli et al., 2010). Based on these results it has been recommended that AAC intervention for people with intellectual disability combine appropriate AAC modality selection with instructional strategies drawn from ABA (Sigafos et al., 2016). Despite this, behaviour analysts are often overlooked when it comes to selecting and implementing instructional strategies to teach and maintain AAC systems. This talk will highlight the numerous ways which ABA may, and should, be incorporated into the numerous steps involved in AAC intervention (i.e., creating communication goals, selecting an AAC modality and instructional strategies, and ongoing monitoring and evaluation of the system).

### ***Presentation #2: Meaningful Parent Involvement in ABA Programming (1.5 CEUs)***

**Abstract:** Meaningful involvement of parents of children with ASD in ABA programming is a priority for many practitioners, particularly within programs designed to reduce the occurrence of challenging behaviour. Further, funding agencies increasingly encourage the active involvement of parents in their child’s treatment (e.g., Ontario Autism Program). As behaviour analysts, we strive to create effective interventions that are socially valid and generalizable. We develop and implement behaviour analytic interventions that have been proven to be effective in reducing challenging behaviours. We provide effective parent training in the form of behaviour skills training (BST). Yet, despite these efforts, treatment gains are not always observed or maintained in the home environment. Further, meaningful parent involvement, which involves good treatment fidelity and adherence, remains a challenge for practitioners and families alike. Given the requirement for behaviour analysts to identify and address environmental conditions that interfere with the implementation of a behaviour-change program (BACB, 2014), issues related to parental treatment fidelity and adherence are particularly salient. This presentation will review current approaches to train parents to

implement complex behaviour interventions in the home environment, with good fidelity. Considerations for enhancing parent adherence in the home environment will also be discussed. Case scenarios from research and clinical practice that demonstrate the application of these approaches, including challenges and limitations, will be shared.

## CONCURRENT SESSIONS

THURSDAY

### Concurrent Sessions #1

#### *Presentation #1*

Symposium: *Practical Applications of Applied Behaviour Analysis (1 CEU)*

Chairperson: Kendra Thomson

#### *Presentation #2*

Symposium: *Everything but the kitchen sink: Diverse strategies to address common issues in education (1 CEU)*

Chairperson: Laura Campbell, MA, BCBA

#### *Presentation #3*

Paper: *Applied Behavior Analysis in Pediatric Primary Care: Bringing ABA to Scale (1 CEU)*

Presenters: Teryn Bruni & Andrew Cook

### Concurrent Sessions #2

#### *Presentation #1*

Paper: *Creativity in the Present Moment: A Behavior-Analytic Exploration of the Effects of Mindfulness Practice on Adult's Creative Performance (1 CEU)*

Presenter: Dr. Don Togade, Ph.D., BCBA-D

#### *Presentation #2*

Paper: *Taking Care of Business! Prevocational and vocational training for adolescents and adults with Autism Spectrum Disorder (1 CEU)*

Chairperson: Jennifer Hieminga, BCBA; Leanne Tadman, BCBA; Judy Lian, BCBA

#### *Presentation #3*

Paper: *On the Current Status of Challenging Behaviour in Ontario: Outcome of the OSETT-CB Taskforce (1 CEU)*

Presenters: Valdeep Saini, Alison Cox, Louis Busch

## FRIDAY

### Concurrent Sessions #3

#### **Presentation #1**

Paper: ***Designing Programmable Residential Environments for Clients with Developmental Disabilities or Acquired Brain Injuries (1 CEU)***

Presenter: **Dr. Bruce Linder, C.Psych., BCBA-D**

#### **Presentation #2**

Symposium: ***Everyday ABA: Meaningful Differences in the Lives of Individuals with Autism (1 CEU)***

Chairperson: **Nancy Marchese**

#### **Presentation #3**

Symposium: ***Unique Applications for Training Staff Using Behavioural Skills Training (1 CEU)***

Discussant: **Dr. Valdeep Saini, Ph.D., BCBA-D**

Chairperson: **Dr. Priscilla Burnham Riosa, Ph.D., BCBA-D**

### Concurrent Sessions #4

#### **Presentation #1**

Paper: ***Vocal Behaviour during the Transition from PECS to a Speech Generating Device: Impact of Instructional Strategies and Voice Output (1 CEU)***

Presenter: **Krysten Thompson, Julie Koudys, Catherine McConnell**

#### **Presentation #2**

Symposium: ***Behavioural Gerontology: A Sample of Research Projects & Clinical Applications Transpiring in Ontario (1 CEU)***

Chairperson: **Jacqueline Pachis M.A., BCBA**

#### **Presentation #3**

Symposium: ***Diverse Applications of Reinforcement: From Evaluation of Displacement to Treatment of Feeding Disorders (1 CEU)***

Chairperson: **Dr. Kimberley Zonneveld**